



**AN INVESTIGATION INTO CERTAIN SOCIAL AND
PERSONALITY CORRELATES OF FEAR OF FAILURE**

ABSTRACT

THESIS SUBMITTED FOR THE DEGREE OF

Doctor of Philosophy
IN

PSYCHOLOGY

By

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THESIS SECTION

Under the Supervision of

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The purpose of the study was two-fold:

- (a) To determine the relationships of fear of failure (FF) with approval motive (M-CAD), self-esteem (TSBI), and telic dominance (TDS).**
- (b) To determine the strength of FF in relation to certain social differentials- religion, sex, age and socioeconomic status.**

Four personality measures- a set of eight TAT- like pictures, specially designed for the study for measuring FF; a Hindi version of Marlowe- Crowne Social Desirability Scale, a Hindi version of Texas Social Behaviour Inventory, and a Hindi version of Telic Dominance Scale- were administered on 192 subjects of Aligarh Muslim University students population, which represented in equal strength the variables of religion, sex, age, and socioeconomic status. These tests were administered in two separate sessions. In the first session the pictorial test (FF) and M-CAD and in the second TSBI and TDS were administered. For the administration of pictorial test Atkinson's standard procedure and for the analysis of the thematic data Birney and other's Hostile Press Scoring System were followed. Pearson's Product Moment Correlation Method,

Analysis of Variance and Critical ratios were the techniques used for analysis of the data.

The highlights of the study were:

- Significantly positive relationships existed between FF and approval motive, between FF and self-esteem, and between FF and telic dominance.
- The significant relationships discovered between FF and other personality variables remained unchanged in the comparison groups.
- The Muslim subjects showed a greater strength of FF than the Hindu subjects.
- There was no significant difference in the FF of male and female subjects.
- The strength of FF was greater among older than among younger subjects.
- The upper socioeconomic status subjects were more failure-avoidant than their middle socioeconomic status counterparts.

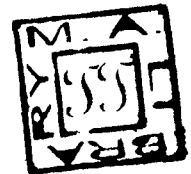
Relationships between the personality variables were explained in terms of the common or distinct attributes of the variables, and differences in FF were discussed mainly in terms of the subjects' social roles, cultural conditioning, self-perception and the psychological impact of the social, political and historical factor.



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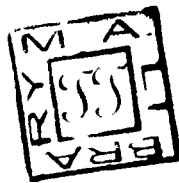
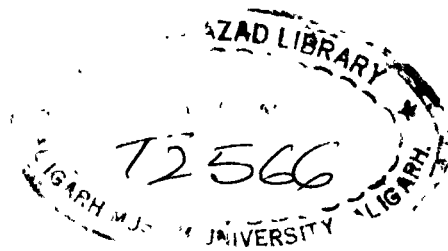
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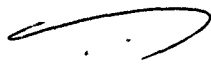
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CERTIFICATE

This is to certify that this thesis entitled
'An investigation into certain social and personality
correlates of fear of failure' is the report of work
Mr. Rahat Ali Khan carried out under my supervision
towards his Ph.D. Degree.

I understand that the thesis is complete in all
respects and can be submitted for evaluation.

Afzal Kureshi
(AFZAL KURESHI)
Supervisor



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ACKNOWLEDGEMENT

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'The look that the individual expects other people to direct upon him is practically always imagined to be unfavourably critical of him'.

- R.D. Laing

Chapter - One

INTRODUCTION

Feelings of success and failure are the indispensable accompaniments of human action, contemplated as well as executed, which are not only the affective consequences of attainments or non-attainments of goals but also as determinants of goals. Whereas success is generally looked for and cherished, failure is despised and avoided. But individuals differ in their success-failure fixations developed as a result of a complex process of internalization of the value of these divergent experiences. Anticipation of attainment and apprehension of non-attainment of goal are anchored to achievement situations which represent two broad classes of attitude, or motivations that of approach and avoidance, in relation to self-other interaction. However, hope or fear about the nature of the outcome of the goal-directed behaviour is not necessarily a matter of the level of the individual's capability or competence nor that of complexity of the goal but the past history of success and failure which predispose one to react to a goal accordingly. To an individual who has learned to be success-hopeful, an achievement situation, for example, will be most welcome and to a failure-avoidant individual a thing to be dreaded and kept off.

Individuals, thus, can be identified on the two independent continua of success-hopefulness and failure-fearfulness, characterizing those who are more often hopeful of attainment of a goal and those who are characteristically ^{more} fearful of failure. It is this latter aspect of goal-related feeling-fear of failure motivation-with which the present investigation is mainly concerned. Besides measuring the strength of fear of failure in relation to certain social differentials in a sample of college youth the study has another objective of analyzing and discerning the structural identity and the dynamics of fear of failure by way of relating it to certain conceptually compatible personality variables, to be mentioned hereafter.

Fear of failure as an established personality dimension does not have a very long history and can be identified in such clinical problems as anxiety, inferiority feeling, shame and guilt. However, the problem came into the focus of empirical researches in the studies of level of aspiration. The extent to which a person was satisfied with his performance was regarded as the main determinant of level of aspiration (Dembo, 1931), so also the feeling of success and failure were thought to have a bearing on the attainment and nonattainment of the level of aspiration (Hoppe, 1930). Further, differences between performance and aspiration level were believed to be linked with personality

(Hausmann, 1933). It was perhaps this study that provided a methodology adopted by subsequent researchers on level of aspiration and an account of the goal setting behaviour of persons, now popularly known as "fear of failure". Fear of failure person was found to be cautious enough to set his level of aspiration very close to his performance and even lower (Frank, 1935; Gardner, 1940), while Gould (1939) in her study could not objectively conclude that fear of failure was related to goal-discrepancy score, but Sears (1941 and 1940) could prove that low and high discrepancy L. L. scores covaried with a fear of failure attitude. He argued that the negative-discrepancy persons were more self-conscious and were more afraid of losing their worth in the eyes of others. Thus, the FF concept as it exists now can be understood in an interpersonal context (Birney, Gurdick and Teevan, 1969): A FF person is one who is concerned only with avoiding a situation where he may lose his value in the eyes of others.

Another important source of FF is to be found in the researches on need achievement by McClelland and his associates (1953), which stimulated many researchers and theoreticians. Need for achievement as a single motive system was picked up and developed by the researchers, with a view to working out a personality theory, with motivation as its nucleus. Need for achievement

as one important mainspring of action relevant to the present day competitive society was given due regard, and after McClelland a large number of studies poured in, and various dimensions of n-Ach came to the fore on which research is in progress at present. Although, a passing reference was made to what is known as FF in the initial studies but as dimension in its own right it had yet to be worked out. The suggestion that FF exists in n-achievement situation came about when some subjects were found to react to the arousal treatment with a sense of fear. The suggestion was picked up and the concept was developed by at least three groups of researchers represented by Atkinson (1957), Heckhausen (1963), and Airney and others (1969) who engaged in conceptualizing and operationalizing the motive to avoid failure. Atkinson and others (1957), after going through the literature on anxiety measures found the test Anxiety Questionnaire (Mandler and Sarason, 1952) as the most appropriate measure of fear of failure. In doing so Atkinson was eager to combine n-Ach with test anxiety-so that the motive to approach success and the motive to avoid failure could be conceptualized simultaneously. Deviating from McClelland's definition, Atkinson advanced a model of behaviour in achievement situations.

The avoidance motive refers to "individuals capacity to experience pain in connection with certain kinds of negative consequences of acts and/or a capacity for experiencing shame and humiliation as a consequence of failure". His model for fear of

failure becomes complete if the expectancy for failure and incentive (failure) are also included. The crux of Atkinson's view on *FF* is that it is a disposition to inhibit one's achievement striving on penalty of pain. Thus avoidance motive makes one inhibited in achievement orientation to be saved of a possible failure. It flows from this model that the two motive dispositions, one of hope and the other of inhibition work in mutual opposition and produce opposite behaviours in individuals having this or that disposition. Thus the tendency to avoid failure is a multiplicative function of the motive to avoid failure, the probability of failure and the incentive value of failure.

Another parallel group of studies following a different theory of fear of failure is represented by Heckhausen (1963). He published the summary of a research programme, extending over a long period, to study Hope of Success and Fear of Failure in achievement situations. His sample comprised German students, workers, children and soldiers. Employing the empirical method of item analysis he developed TAT codes for Hope of success and Fear of failure. He urged that potential and actual motivation should be distinguished, the former employing what "motivation" generally connotes referring to a "normative state which determines, as does a frame of reference, how (in relation to self) a given category of life situation has to be constituted to be satisfactory

for a certain person". Whereas, "actual motivation (or an aroused motive) means an expectation connecting the existing and future state of being".

According to this theory Fear of Failure is a potential state of dissatisfaction which gets translated into reality when confronted with the events leading to it. This definition makes it explicit as to what an individual expects will be his future condition and therefore compares well with the Atkinson's notion of anxiety. As borne out from Heckhausen's research Fear of failure surrounds the fear that one will not be able to compete with the standards of excellence appropriate to the task in question.

A more up-to-date theory which has taken due cognizance of the FF theory forwarded by Atkinson and Heckhausen and in a way has attempted to compensate for the limitations in these theories is that given by Birney and others (1969). This latter line of research has in fact been adopted in the present investigation. Birney et al. have not followed the Atkinson model in conceptualising their theory. They have chosen a rather more parsimonious and less rigorous model involving ^{themselves} lesser in theoretical contemplations and adopting a more empirical attitude. They have applied to FF the conception of the anticipatory goal reaction as a stimulus to action, meaning thereby that the Hullian view point on learning theory is adopted, thus making possible to study special classes of habits learned associatively. They also seem to follow

Mowrer (1939) and Miller (1938) model of anxiety reduction which help speculations on the possible reinforcing value of various behaviours that might be fear-reducing in nature. Accordingly, motive as anticipatory changes in affect may be taken as^a/definite class of habits if this view stands. Unlike Atkinson, Birney et al. have not confined the definition of incentive to attributes of the task itself which constitute to excluding the interplay of other situational conditions. Moreover, Atkinson's model did not appeal to this group of researchers, which treated incentive and probability as task-defined. Rather, searching out the aspects of achievement situation causing variation in the attributes of the incentive influencing the subject was desired at (Birney, Burdick and Teevan, 1969). In view of their experience with subjects they found that fear of failure did not mean to the subjects fear of task failure. Instead, their fear meant failure in the eyes of others.

Replicating most of Atkinson's findings on choice and performance aspects of the FF person including his aspiration behaviour, Birney, et al. explored achievement situations of different kinds such as social, cooperative and complex. This provide knowledge about the circumstances under which fear of failure can produce successful behaviour. Many suggestions cropped up as to what kinds of achievement situations will appear to be more fascinating to a FF-oriented person.

The *FF* concept of Birney, et al. is situation-oriented, whereas, it is task oriented with Atkinson. Thus, for Birney, et al. *FF* should be expected in persons who show a liking for achievement situations that hold promise of permitting sufficient practice and development of skill and especially "If the task contains requirements for cooperation with coworkers with whom success and failure credit is shared, and who can act as a source of positive social evaluation" Birney, et al. (1969).

On the basis of the empirical evidence flowing from their own studies, Birney, et al. have identified three possible consequences of nonattainment resulting into three parallel fears namely (a) devaluation of the self-estimate, (b) non-ego punishment, (c) social devaluation. In reaction to these possible anticipations about the outcome of acts the individual may develop three corresponding defenses: (a) the defense against the loss in self-estimate, (b) the defense against punishment, (c) defense against a loss in social value. To say in a few words and in general terms what Birney, et al. understand by *FF* is that people differ in the degree to which they fear these three possible consequences of an achievement outcome, so that for some people the fear may be directed at the lowering of their self-estimate, for others it may concern with lowering of their worth in the eyes of others and still for others it may relate to the fear of the loss of reward that are associated with nonattainment.

Approval Motive as Marlowe and Crowne preferred to call it, in fact, owes to Edwards' concept of social desirability (1957). However, to Marlowe and Crowne (1964) there were inherent limitations in the measure, which were claimed to have been removed in their conceptualization of approval motive. The social desirability variable (Edwards, 1957) consisted of two distinct but inter-related aspects i.e., (a) Social desirability as a property of test items which described the respondents and (b) as a differential tendency of the respondents to endorse socially desirable items. Since the social desirability concept has been known to have been developed following the MMPI, its bias for psychopathology is well obvious and to eliminate intermixing of social desirability and psychopathology, Marlowe and Crowne proposed to develop a measure that contained items free of any psychopathological content.

Like the social desirability measure of Edwards that of Marlowe and Crowne too has two significantly but only partially related response tendencies; (a) the tendency to characterize oneself with whatever is socially desirable but not necessarily probable (b) the tendency not to own what is socially undesirable but is indeed probable of oneself. That M-CSD has sometime shown inconsistent relationships with various behaviours may be due to adding up together the two complementary components of attribution and denial.

Although developed as an improved version of Edwards' scale without psychopathological bias the M-CFJ Scale has not been, for sure, quite independent of psychopathological content, as discovered by Marlowe and Crowne themselves. While on the various subscales of MMPI the PSD scores showed a greater convergence than did the MCSD, the latter however showed a higher correlation with L scale of MMPI, popularly known as a faking-good scale, where the subject's motivation is to appear good and acceptable to others. This provided a suggestive indication to the presence of a need for social approval, to Marlowe and Crowne. Thenceforth, social desirability factor was substituted by approval motivation. The need for social approval, according to Marlowe and Crowne meant something of a reliance on the evaluative judgements of others which was believed to stem from two factors (a) a motive to seek approval (approach, behaviour) and (b) a motive to shun disapproval (avoidance behaviour).

The behavioral correlates of approval motivation were assumed to include conformity, persuasibility, and susceptibility to social influence. Those with high approval motivation appeared to pay greater regard to social customs and sanctions. Those avoidant of disapproval were expected to be defensive in situations where they could be subjected to social censure.

The fact that approval motive is a combination of two diverse orientations, it posed a number of difficulties both to the

author of the concept and others. Whether it was the need to obtain approval or a need to avoid disapproval, the components of the unitary construct of approval motive, was to be answered for the clarity of the conception. Numerous studies (Berger, 1971; Efran and Boylin, 1967; Jacobson, Berger and Fillham, 1970; Kanfer and Barston, 1964; Fillham, 1974; Thaw and Efran, 1967) provided a clear cut evidence to a strong tendency of avoidance than approach in situations of social censure. Whereas, there is no evidence to a high α -CND score indicating approach approval motive, there is sufficient evidence to the contrary-avoidance of disapproval being appreciably higher among high scorers on the scale. In the event of a choice made available to the subjects between approaching evaluation and avoiding evaluation the subjects almost invariably opted for the latter alternative. This means that a censure avoidant interpretation of need for approval is more credible.

It may be noted that theoretically much of what is called a need for social approval overlaps in fairly good measure with fear of failure motivation (Birney, Burdick and Teevan, 1969). Of the three criteria of FF-devaluation of the self-estimate, non-ego punishment and social devaluation the latter is nearest in meaning to approval motive because the possibility of devaluation by others in a social situation is also a major component of approval motive. Since the evaluation by others is not necessarily in accordance with the self evaluation, the feeling of failure on the part of the

subject varies in proportion to others' expectations and subjects' self-prescribed standards. Thus, probably a strong need for approval which also consists in greater proportion, the avoidance of disapproval (Fran and Boylin, 1967; Kanfer and Karsten, 1964; Phaw and Fran, 1967) seems to bear resemblance to fear of failure.

Self-esteem is another variable taken up for study here which, on the face of it, appears to have no definite relationship with *f*, but in view of the available research findings, it is suggested that the two share some common elements, such as a defensive and over-cautious attitude towards situations where self may be interrogated. Besides, the fact that the relationship between these variables is yet to be determined, prompts the present investigator to include self-esteem in his study of the possible correlates of fear of failure. The concept of self-esteem poses a semantic problem because a number of terms have been used for it such as pride (Baldwin and Levin, 1957), ego (Freud, 1927; Gough, 1954), dominance (Gough, 1954; Maslow, 1953), self-assertion (Gough, 1954), self-cathaxis (Jourard, 1957). However, a distinction between self-evaluation and the mode of its expression in behaviour is present in all the definitions drawing it closer to the present definition of self-esteem. Common in these definitions and others are the ego needs in the short and long term, hierarchical, behavioural, social and self state models (Anna Freud, 1938; Freud, 1927; Dorney, 1937; Rogers, 1942).

As a personality dimension, self-esteem represents one of the many orientations to the study of self-concept (Cohen, 1963; Cooper-Smith, 1959, 1967; Erikson, 1959; Wylie, 1961). Self-esteem is the perception of an individual about his worth in relation to his ideal self and the extent to which these go together or are at

variance. The narrower the difference between self-perception and ideal self the greater the value of the real self and so of self-esteem. The more the two are distant the lower is the self-esteem. Accordingly, high and low self-esteem may be considered as self-evaluation with reference to an ideal. If an individual perceives himself as coming up to his ideal he is in his own eyes worthy, competent and likeable (Cohen, 1959; Combs and Mayne, 1959). Conversely, if the individual perceives himself to be not matching his ideal he perceives himself unworthy, incompetent and unlikeable (Pitch, 1970).

Two distinct sociopsychological processes have been recognised to be inherent in self-esteem, self-evaluation and self-worth (Brissett, 1972). Self-evaluation represents 'the process of making conscious judgement regarding the social importance or the significance of self'. A sense of personal competence and security is what self-worth connotes, or it is 'feeling of self.'

On the basis of observations about individual differences in self-esteem (Stotland and others, 1957), Cohen (1959) worked out his theoretical notion of self-esteem believing that high and low self-esteem individuals showed different modes of ego-defense. To Cohen, high self-esteem subjects expressed a liking for avoidance type defenses (such as denial in response to self-esteem-threatening stimuli), whereas low self-esteem subjects manifested expressive

type mechanism (such as projection). What Cohen meant by avoidance mechanism was the tendency of the individual to exclude from his cognition relevant aspects of a threatening stimulus complex. Expressive mechanism, on the other hand, aimed at distorting rather than excluding threatening stimuli, and so making the individual more sensitive to such stimuli.

Most empirical evidence supports the contention that high self-esteem individuals are not so responsive to stimuli that devalue the self than to those stimuli which enhance the self, and that low self-esteem individuals show just a reverse pattern (Cohen, 1959; Leventhal and Perloe, 1962; Silverman, 1969; Stotland and Hillmer, 1962).

Since self-evaluation against an ideal self constitutes an individual's concept of the self which has moderating effect on his coping behaviour in success-failure conditions, a consistency in behaviour is always a matter of his perception about himself in relation to his ideal self. A high or low self-esteem will potentiate the individual to act in life situations in accordance with the image he carries of himself (Byrne, 1961; Chase, 1957; Hilson and Worchel, 1957; Moses and Duvall, 1960; Rogers and Dymond, 1954).

It follows then that self-esteem is a measure of one's self-estimate in relation to an idealized self-image which brings in the role of social factors in the development of self-esteem. In terms

of perceived levels of social competence individuals may be found to be different from one another, and the one measure used here to assess self-esteem has social competence as the main point of emphasis (Helmreich, 1971). This is indeed a measure which has benefited from earlier measures of self-esteem.

Apparently, Telic Dominance, the third personality variable, that has been chosen for a study of interrelationship with fear of failure motivation sounds not that related unless with reference to some empirical evidence. Before these studies are cited it would be in place to understand what telic dominance connotes to its authors (Murgatroyd and others, 1978).

Basically interested in developing a scale Murgatroyd and others drew heavily on what is known as the theory of psychological reversal (Smith and Apter, 1975). The main contention of the theory is that some psychological systems involve bistability, believing that there are two preferred stable states. This is in contradiction to the view that most psychological systems are homeostatic and involve one stable state of the organism. The two members of such a bistable state may be complementary to each other and when there is shift from one stable state to the other, a reversal is believed to have taken place. To explain it they argue that in relation to felt arousal there are two distinct stable states. In one of the states the goal of the individual is to gain optimum arousal because this is experienced as pleasant (excitement) and

low arousal as unpleasant (boredom). In the complementary stable state the individual aims at reducing arousal to the maximum extent because this is experienced as unpleasant (anxiety) and low arousal as pleasant (relaxation). It means that it is not the level of arousal itself which is seen to be bistable but the way the arousal is interpreted subjectively and affectively by the organism.

A number of pairs of opposites in the form of bistable states have been suggested in the theory of which one principal pair has been picked up for special treatment towards working out a scale (Murgatroyd and others, 1978).

The theory of bistability also maintains that a given individual may remain in one state more often than the other for a given pair of opposite states. One member of the pair may act in a more dominant fashion over the other indicating a stable state or feature of his personality. This dominance as such has been conceived by Murgatroyd and others as a personality trait.

The telic state 'is the state of mind in which the individual sees himself pursuing some essential goal'. The source of pleasure in this state is the achievement or anticipation of achievement of a goal. The complementary state, i.e., the paratelic, is one in which the individual does not see himself as aiming at a goal, or if he does, the goal is not considered as essential, but as a pretext to perform the behaviour. Here pleasure derives from the

performance of the behaviour itself and the associated feelings and sensations. Also, the telic state is oriented to the future and paratelic to the present - the immediate sensation.

In the opening note on telic dominance reference was made to some studies providing a basis of comparison between this dimension and fear of failure which may now be taken up.

Any kind of relationship between the two variables is not incidental but seems to have similar dynamics. In a study of relationship between Telic Dominance Scale and Robinson's (1961), n-Achievement Scale Murgatroyd and others (1978), found both the n-Ach components-hope of success and fear of failure-covarying with the three subscales of the TDS-Seriousmindedness, planning orientation and arousal avoidance. Highly telic individuals expressed stronger fear of failure and those with a low degree of telic dominance (paratelic dominance), stronger hope of success. Anxiety, also a vital element of telic dominance, was found to have positive relationship in two separate studies by Murgatroyd and others (1978) (Cf. Chapter-Two).

It may be recalled that the purpose of the present investigation consisted partly in exploring the impact of certain external variables viz., age, sex, religion and socioeconomic status on FF. The importance of these variables as source of possible differences in any aspect of behaviour are obvious but in so far as fear of failure is concerned they seem to be a bit

more relevant for these reasons: the tendency to react to situations may be a direct consequence of the nature and level of learning and maturation process, the kinds of roles and stereotyping associated with a particular group; the extent and intensity of hopes, fears, apprehensions, beliefs, convictions, self-perceptions, and perceptions of others about self; and the level of well being, psychological as well as economic, and the extent a loss is withstood and the gain valued etc. To say it plainly, fear of failure being an interpersonal phenomenon, and operating in a goal setting situation is bound to be affected by such considerations as the religious faith, chronological age, sex and socio-economic status of the participating person. Whether a grown-up adult shows a greater avoidant response than an adolescent is a question, for example, that requires a reference to the interest, goals, responsibilities and involvement in achievement situations which members belonging to these groups may have in different degrees and forms. Thus, there is a possibility that the difference between the emotional and physical maturity of the two age groups may likely be an effective source of variation in the strength and substance of their fear of failure.

As such, sex may not be a source of difference in fear of failure but perhaps the sex role stereotyping, cultural conditioning self-concept, which are definitely not the same with males and the females in our society. This makes this variable potent to

anticipate, on fear of failure motivation, differences among the members of two groups.

The two religious groups, namely, Hindu and Muslim, proposed to be studied in the present investigation, are also likely not to be alike with respect to the situations giving rise to hopes and fears. As members of the majority and the minority community, the Hindu and Muslim subjects respectively do not appear to react similarly to the possibilities of failure and non-attainments, and the ensuing psychological effects in the forms of disappointments and despair are manifested differently in their behaviours. The attitude, beliefs and values of the members of the two religious faiths being markedly unlike each other and also their self perceptions- the feeling that as members of one particular group they are at advantage or disadvantage, the feeling that equality, freedom and justice are meant for a particular group, a sense of being discriminated against, mutual distrust, disillusionment in respect of equality of opportunity - all seem to go with the variable of religion.

Socioeconomic status differences also promise differences in fear of failure, for the interpersonal texture and structure in the various socioeconomic strata is different, and the position, social as well as economic, the subjects of different socioeconomic status groups enjoy, predispose them to act and react accordingly. The concern and involvement of subjects hailing from relatively less

privileged socioeconomic background in a competitive situation, for example, will be determined partly by the expected amount of cost to be incurred at the possible failure. Likewise the privileged socioeconomic status of a subject will determine the nature and amount of his hopes and fears associated with a particular situation.

Another objective of the study was to explore whether the relationship existing between fear of failure motivation and other personality variables is independent of the external sources of variance, i.e. the social variables, or related to these variables. This was done by means of analysing the nature and extent of relationship of each one of the personality variable with fear of failure motivation in the comparison groups. That is, whether relationships between FF and other personality variables over-rode the differences of religion, age, sex and socioeconomic status or group-wise treatment changed these patterns and trends?

Chapter - Two

REVIEW OF RELEVANT STUDIES

The tradition of research in fear of failure is not very old. As pointed out in the preceding chapter, the roots of fear of failure are to be found in the studies of level of aspiration, anxiety and related dimensions. Being a relatively new entry to the domain of empirical research, literature on FF is rather scarce. Nevertheless, whatever studies exist on FF, an exhaustive account of them is neither intended nor needed here. Rather, drawing to the most relevant studies on FF falling into certain broad categories in terms of their aims and objectives, this chapter is aimed at presenting an appraisal of studies having a direct or indirect bearing on FF research. Besides providing an acquaintance through these studies with the concept of FF, its relationship with other personality variables and certain external determinants is looked for.

For the purpose of the present chapter, a reference to very relevant studies is made and the groups under which these studies fall are:

- (a) Fear of failure and certain related personality variables.
- (b) Studies having an indirect bearing upon the concept of fear of failure.

- (c) Fear of failure as related to situation and task variables.
- (d) Studies on FF relating to its methodology.
- (e) External determinants of fear of failure.

Fear of failure and certain related personality variables.

Hamin (1977) hypothesized that a less stable self-concept, resulting from avoidant and defensive achievement related behaviour would compare well with fear of failure. To 41 male college students self rating inventories were administered on two different occasions and their need achievement was measured by TAT. When verbal productivity on TAT and rigidity measured by the authoritarianism on the E scale were controlled, resultant achievement motivation was positively correlated with self-concept stability, upholding the proposed hypothesis.

Goldberg (1973) investigated the consequences of FF in academic setting, those high on Test Anxiety Questionnaire (TAQ) and Self-Esteem Contingency Questionnaire (SEC) were considered as FF persons. Among other observations one was that the FF group tended to have a lower self-esteem and a more negative attitude towards college.

Relationship among self-ideal congruency, adjustment and fear of failure motivation were explored by Smith and Teevan (1971). Fear of failure motivation was seen as related to reduced self

satisfaction, adjustment level and achievement-related self acceptance. 49 male and 50 female subjects wrote stories to be analysed in terms of HP measure. They also filled in a L-sort and a Self Rating Inventory (191). Correlations indicated HP to be inversely related to both self-ideal congruency and adjustment. Self rating data also supported these findings. Achievement congruence was inversely related to fear of failure for males. It was also borne out from the results that though basically related to achievement motivation in the case of males the HP had a relationship with a generalized reduction in self-acceptance.

Stamps and Teevan (1974) studied the relationship between fear of failure and conformity in two situations after Asch's (1956), and Crutchfield's (1955) models. Stamps and Teevan presumed that there would be no difference between high and low HP subjects in Crutchfield situation, but that high HP subjects would show more conformity in an Asch situation. This should be true because in Asch situation the subjects sat in plane sight of one another, each subject seeing what response was being given by whom and the experimenter was also in sight and not seen to show any emotion at the responses of the confederates. The expectation that there would be no difference between high and low HP subjects in conformity in Crutchfield situation came true and also that high HP subjects conformed more than low HP subjects in Asch situation.

Teevan and Fisher's (1974) study was about investigating Hostile Press and internal versus external standards of success and failure. The prediction that subjects with high Hostile Press scores would be higher on external locus of control than the subjects low on hostile Press was found to be true. In two more replication studies in this series with 64 high school juniors and 50 college students similar results came about.

In a study by Birney and Wolf (1965) it was confirmed that HP scores implied dependency relationship. They predicted that high scorers on HP would have their work "underhose" in a situation where their performance was evaluated directly by others for group purposes and so would be threatening. Going by others judgement presumably the high HP scorers showed the least concern whether they failed in their eyes because they did not exercise their own choice in a social situation. Although, there is sufficient evidence that being right in its own right serves as a reinforcing factor, yet it has been acknowledged that what is more important is proving right in the eyes of others. Contrasted with the internal frame of reference which the high n-Ach people use (McClelland, 1953), the frame of reference with high HP people is external. Whereas, the high n-Ach people compete with an internal standard of excellence and perceiving a need they tend to satisfy it; the HP people do not, rather they react because as far as they are concerned the distinction between intrinsic and extrinsic

reward does not exist and all rewards have an extrinsic character.

The presumption that HP reflects a motivation to avoid evaluation, indicating that subjects high in HP will tend to avoid a competitive situation if it is in their control, has been put to test in a number of studies using the "Prisoner's Dilemma" (Birney and Stillings, 1967; Evan and Crumbaugh, 1966; Rapoport, 1962; Teevan and Stamp, 1966). Rapoport discovered that in an experimentally manipulated social situation some subjects did not adopt cooperative strategies of trusts for many trials even though their scores were coming down. The results of such kind of studies illustrate well the way in which cognitive variables or the strategies available interact with motivational variables to affect behaviour. They also provide evidence for the interpretation of HP score as a measure of fear of failure and adaptive behaviour as a concomitant of avoidance motivation.

In a study of fear of failure in group risk-taking Martnell and Barber (1974) used Choice Dilemma Questionnaire and found that subjects in failure condition were significantly more risk-taking in their decisions than the subjects in the success condition. This indicated that fear of failure in decisions involving risk resulted in high risk decisions.

Cohen and Teevan (1975) explored the relationship between Philosophies of Human Nature and Hostile Press. It was presumed that high scorers on hostile press would perceive the world as a

hostile place and therefore an unfavourable view of human nature, or would score low on Philosophies of Human Nature Test. On the whole the data upheld the presumption but there was an indication contrary to the established findings that hostile press compared favourably with conformity and dependence.

That people high on Hostile Press see the world as hostile, threatening place was investigated in another study by Cohen and Teevan (1975). The hypothesis tested was that persons high on Hostile Press should show psychological reactions to their feeling about the world. A questionnaire meant to measure reaction-to-stress and Birney's Hostile Press measure were used and the nature of results predicted that there was positive relationship between the two measures.

Administering Birney's Hostile Press measure on a sample of 20 male undergraduates, Cohen and Teevan (1974) intended to test the truth of the hypothesis that persons with high fear of failure were more likely to capitalize an opportunity for their benefit and were better able to manage a favourable impression that was likely to give them greater social value, and get the answer in affirmative.

Teevan and McGhee (1972) investigated the importance of certain child/parent interaction variables for the development of fear of failure motivation. A questionnaire on mastery and independence training was given to 41 mothers of high and low fear of

failure male students who were selected by means of IAI scores. Results indicated that the mothers of high PF subjects accepted independence and achievement behaviour earlier than mothers of low PF subjects. Mothers of low PF subjects rewarded their son following satisfactory behaviour while mothers of high PF subjects were neutral. Subjects whose mothers gave neutral responses following satisfactory behaviour and punished them for their unsatisfactory behaviour had higher PF motivation than subjects whose mothers rewarded and were neutral, respectively.

Goal-setting behaviour and personality factors as determinants of level of aspiration were investigated by Yoshida (1971) who assumed that level of aspiration was composite of many complex factors. 34 male and 28 female high school students completed a Japanese version of the MA scale and the Yatabe-Guilford Personality Inventory. The subjects took a digit-symbol substitution task or an addition test. Result suggested that the high anxiety group showed a higher goal discrepancy which resulted from this group's lack of self-confidence, inability to show a positive attitude towards goals, escapism, and a tendency to avoid failure. Previous experience of success and failure resulted in significant goal shifts for the factors of sociability and Introversion-Extroversion.

Studies having an indirect bearing upon the concept of fear of failure.

That high scorers on M-CSD indicate a low goal-setting and avoidance of taking risk has been well demonstrated in a number of studies which lend support to the hypothesized relationship between fear of failure and approval motive.

Preferences for different types of interaction in a psychotherapy session were studied by Kanfer and Marston (1964). The low risk subjects showed greater preference for reflective comments made by experimenter on their (Ss) expressed views during the psychotherapy analogue. Whereas, subjects preferring high risk comments selected the interpretive comments. These experimenters further found that among subjects choosing low risk comments a greater number was that of subjects scoring high on the M-CSD.

In order to test which of the alternatives--approach or avoidance--would be more in line with high M-CSD scores, Efran and Boylin (1967) manipulated a situation in which subjects could obtain approval by willing to participate in a group discussion or avoid the possibility of unfavourable evaluation by opting to act as an observer. Those who expressed their willingness to participate were mostly low scorers on M-CSD, and high M-CSD scorers made a choice in favour of avoiding than approaching the potential evaluative situation in which they could participate.

Ihav and Lfran (1967) anticipated that in view of the defensive and self-protective nature of high M-CSD subjects there would be a greater restriction of risk as in a dart-throwing task. The high M-C scorers restricted the range of the choices and drew closer to the target than the low M-C scorers. The low risk behaviour of the high M-C scorers is comparable to the behaviour of the subjects like experiments (Atkinson, Bastian, Carl, and Litwin, 1960).

Kopfstein (1970) observed that subjects with higher social desirability on Epstein Need for Approval Scale gave highly cautious bids and adopted a failure avoidant strategy on a level of aspiration task.

Avoidance of threat to self-esteem and approach to a situation viewed by the subjects as enhancing self-esteem are as much the components of FF as of approval motive because a high FF person has an orientation of threat and one seeking approval is also oversive to evaluating situations. Both a high M-CSD and a high FF subject takes a position that ensures at all costs a positive impression of them on others and so they can not perhaps afford to dissent and conform even to things that may go contrary to their beliefs but show them in good light . Milburn, Bell and Keeske (1970) discovered that M-C scorers were more responsive to situations that modified the over all evaluative nature of the task, and that an improvement resulted in enhancing their motivation to

perform better as a consequence of increases in evaluative relevance. Positive evaluation was conducive to better performance among high M-CSD scorers and a negative evaluation caused deterioration in low M-C scorers.

The relationship between M-C score and succumbing to inaccurate group opinion was analysed by Strickland and Crowne (1962). High scorers tended to conform significantly more often than the low scoring subjects. Another experiment corroborated these results (Marlowe, Stifler and Davis, 1962). Further, the high M-C scorers were found to agree more than the low scorers with inaccurate statements experts made about them in accordance with the status of the judges and the impact of the evaluations. This relationship between conformity and approval motive was more significant in the case of girls than boys suggesting that the former had a stronger need for social approval (Endlen, Miden, and North Corlin, 1973).

In a number of studies approval motive was related to cheating behaviour (Berger, 1971; Jacobson, Berger and Millham, 1970; Millham, 1974). Those high on this dimension expressed a strong motivation to cheat after failure experience because it provided an opportunity to avoid negative evaluation (FF persons are also characterised with this tendency to avoid threat to self-esteem). Interestingly, an opportunity to achieve recognition and good name did not sufficiently motivate the high M-C scorers to indulge in cheating. Which further gives strength to ^{the} avoidant nature of evaluative dependence among high M-C scorers.

In a series of studies (Altrocki, Palmer, Hellman and Davis, 1968; Finnman, 1965; Larsen, 1974; Miller and Miller, 1973; Palmer and Altrocki, 1967; Taylor, 1970), evaluative dependence the main ingredient of the approval motive and so of fear of failure motivation have been related to aggressive behaviour have been studied. The results indicated that high and low A-C scorers did not show any difference in the intensity of unprovoked aggression but under provocation and arousal low A-C scorers expressed aggression uninhibitedly against an opponent, and following this experienced a kind of reduction in tension. On the other hand, the high A-C scorers were found to be generally inhibited in aggression but when they did express aggression they experienced little relief in the amount of tension.

In a number of studies (Crowne and Marlowe, 1964; Fisher and Parsons, 1962; Hewitt and Goldman, 1974; Katkin, 1964; Imble and Helmreich, 1972; Shrager and Rosenberg, 1970; Stone, 1965; Tripathi and Tripathi, 1981; Tripathi, 1982) evaluative dependence (approval motive) and such variables as defensiveness, psychopathology, field dependence, dependence proneness, locus of control etc. have been related to show the inherent commonalties among them. It was observed that an increase in the evaluative dependence beyond the mid range covaried with a heightened pathological state of vulnerable self-esteem. Hewitt and Goldman (1974) also found that high self-esteem subjects, if they scored higher on the

M-CSD scale were not very different from the low self-esteem subjects in their overt behaviour. This is suggestive of high self-esteem subjects' greater defensiveness because while responding on self report inventory of self-esteem they do not probably give a genuine account of self-esteem. This deception of the others on the part of the high M-C scores is in fact an attempt at impression management activated by a strong and possibly a pathological fear of disapproval.

Kimble and Helmreich (1972) found that both high and low self-esteem persons expressed a greater need for approval from others than the moderates.

Using two measures of field dependence - The Rod and Frame Test and Thurston's Embedded Figures Test - Rosenfeld (1967) attempted to test the hypothesis that the high M-C scorers depended more on cues from the frame rather than those from their body and discovered that high M-C scorers were less self-referential and more field-reliant in their perceptions than the low M-C scorers. In view of the different nature of the Embedded Figures Test in which there was no room for internal cues and only the external cues were present, no differences were found between high and low M-C scorers.

Tripathi & Tripathi (1981) determined the role of approval motive in field dependence and social dependence. On two extreme groups of undergraduate subjects identified on the basis of

Tripathi & Tripathi's Approval Motive Scale (1979), Rod and Frame Test, and Sinha's (1968) Dependence Proneness Scale were administered. The hypothesis that high approval motive subjects would express greater dependence than lows was upheld. It was further confirmed that approval motive and dependence proneness were positively related (Tripathi, 1982).

Neither positive nor a negative relationship between approval motive and locus of control has been clearly established and the results of most of the studies have been inconsistent (Altrock et al., 1968; Gold, 1968; Vuchinich and Bass, 1974).

The very dynamics of fear of failure Motivation based as it is on the maintenance of self-esteem by keeping off evaluative situation points to the presence of relationship between FF and self-esteem. In a number of studies even where FF has not been used as a construct an indirect implied reference can be inferred about FF bearing relationship with variables sharing common properties.

The role of self-esteem in the effects of success and failure feedback on performance was determined in a study by Shrager and Rosenberg (1970). Changes in self perception were greater when the feedback covaried with subjects' over all level of self-evaluation. High self-esteem subjects showed an improvement in performance after success feedback and low self-esteem subjects a decline following failure. There were no significant performance changes for the high self-esteem failure and low self-esteem success subjects.

Crus (1973) studied the effect of experimentally induced failure, self-esteem and sex on cognitive differentiation.

Results supported the hypothesis that subsequent to the experience of failure high self-esteem subjects worked faster and low self-esteem subjects slower on Embedded Figures Test.

To test the defensive self-esteem model Schneider and Turkat (1975) investigated differences in self-presentation among subjects after success and failure. They anticipated that defensive high self-esteem subjects would react to failure by active attempts to gain approval. Whereas, subjects with genuine high self-esteem would not be that overreactive to failure. The results were in predicted direction: defensive high self-esteem subjects presented themselves more strongly to failure than did the genuine high self-esteem subjects.

Mukherjee and Linha (1970) compared achievement values and self-ideal discrepancies in a sample of college students to test the hypothesis that the two would be inversely related with the certain socially important traits except in one of the six areas, emotional stability, the hypothesis was found to be confirmed. Low v-Ach subjects by virtue of having an unrealistic self-image were avoidant of failure-laden situations, those with moderate v-Ach were security minded and those with high v-Ach viewed themselves as trying to bridge the cleavage between their actual performance and the realistic self-concept.

Stotland and others (1957) studied the effect of group expectations and self-esteem upon self-evaluation. Among the many hypothesis which were supported some were: A level of aspiration set by a group for its members is more often accepted by a member as a personal goal when the activity is relevant to the group than when it is not. Persons high in self-esteem protected themselves against unfavourable evaluation better than those low in self-esteem.

In another study Stotland and Millner (1962), found that low self-esteem subjects gave a lower evaluation of their performance when they knew that a person with whom they had identified had performed poorly on a similar task. They did not amend their evaluation and continued to have a lower opinion about themselves even after being told that the identified person had done well. This suggested that the low self-esteem persons are receptive to only that information to themselves which corresponds with their general self-concept.

Leventhal and Parlee (1962) carried out a study to test the presumption that high self-esteem persons adopt a avoidance defense mechanism enabling them to reject threatening persuasive communication and to be sensitive to optimistic messages and that low self-esteem persons adopt a different strategy of expressive sensitising defense, rejecting optimistic appeal. They found that high self-

esteem subjects were more easily influenced by optimistic, gratifying and self-enhancing messages than pessimistic and threatening messages. Whereas, the low self-esteem subjects showed a reverse trend. A different study of relationship between self-esteem and differential responsiveness to success and failure (Silverman, 1969) corroborated the results of the foregoing study.

Shaver and others (1972) obtained evidence in support of their hypothesis that high self-esteem subjects would be less willing to admit fear symptoms than the low self-esteem subjects.

A negative attitude and threat orientation to success was considered as a function of self-esteem level of esteem certainty, responsibility for success. In a study (Marecek and others, 1972)

it was hypothesized and partially confirmed that individuals low in self-esteem would feel uncomfortable by self produced success because of its inconsistency with their negative self-evaluation and as a result further success would not be welcomed.

In a study of relationship among self-esteem, help seeking and achievement motivation, Tessler and others (1972) sought answer to ^{the} question whether people in need would solicit help from an available source when help seeking was experienced as threatening to self-esteem. As for help seeking and self-esteem it was found that high self-esteem subjects sought help from others when the attributes of help seeking pertained to periphery than centre of their self-conception.

The ego-defensive hypothesis was proved in two experiments by Berger (1973). Subjects with very high and very low self-esteem were found to be more defensive than moderates while receiving ego-threatening communication.

Using the Rod and Frame Test and Cooper-Smith's Self-Esteem Inventory, Jawelkiewicz and McIntire (1975) studied field dependence independence and self-esteem in pre-adolescent children. Field independent subjects were found to be significantly higher in self-esteem than the moderates and field dependent subjects.

Lehaninger (1976) related risk-taking and anxiety with self-esteem to find that perceived risk measures had a positive relationship to a number of anxiety measures and a negative relationship to self-esteem and risk-taking.

Telic Dominance (1978) being a new entry in the field of personality research not much is available to show its relationship with other allied variables except those which the authors of this dimension have to offer in the form of some validation studies.

In a study aimed at validating the construct Murgatroyd and others (1978) used T-Ach (Robinson, 1961) and Telic Dominance Scale, the former believed to provide two n-achievement measures which related directly to those also measured by latter.

All the three scales of the TDS were found to be positively related with fear of failure and negatively related with hope of success indicating that those regarded as highly telic had greater fear of failure and those low on telic dominance (paratelic), greater hope of success. It was also suggested that highly telic dominant individuals were more prone to feelings of anxiety than the one with low telic dominance score.

In another study, to test the aforesaid assumptions Turpatroyd and others (1978) administered two different anxiety measures- The trait measure of Spielberger and others (1970) and the Anxiety Defensiveness Measure of Millinet (1970). Millinet's measure employs a bipolar scale and is believed to reflect low anxiety and effective avoidance of defenses against anxiety at one pole and high anxiety and ineffective avoidance defense at the other pole. Although positive correlations between IDS on the one hand ^{and} each one of the two anxiety measures on the other, were obtained, significant relationship existed only between IDS and Millinet's measure. This indicates that IDS compares well with higher level of anxiety expressed in terms of weak defense against anxiety.

An indirect evidence as to the possible relationship between telic dominance and fear of failure comes from a study (Battle, 1978) in which the depressed male and female undergraduates appeared to be high in self-esteem. A state of absence of arousal

(depression) and resignation from active involvement in tasks where one may face possible threat to self-esteem are probably the components common to both fear of failure and telic dominance.

Some kind of perceptual defense operating in subjects high in telic dominance were suggested to be present in subjects of two different studies, one relating to approval motive (Prasad and Prasad, 1971) and the other on telic dominance itself. Whereas, the results of the former study showed that subjects high in approval motive took longer to perceive emotional words, the latter study indicated that recall of emotive words was negatively correlated with telic dominance.

Fear of failure as related to situation and task variables

Karabenick and Marshall (1974) assigned a substitution task to 279 female undergraduates who worked under these conditions - opposite a male, opposite a female, or no opponent, under achievement-oriented conditions. Subjects were informed of their success, failure or similar performance vis-a-vis the other persons and then a second performance trial was given to the subjects. Fear of success was measured by a projective measure and fear of failure by Debilitating Anxiety Scale. Mean performance improvement was found to be related to individual differences in FS, FF and type of opponent. Low FF subjects were found to improve more

after failure than after success while high FF subjects improved following success than failure.

Smith and others (1972) hypothesized that students with higher failure avoidance motivation than success orientation would involve more in unfair means in examination, would take greater risk of being apprehended and go with lesser preparation for examinations. Results suggested ^{that} the prediction for frequency of cheating, degree of risk and preparation for examinations was true in the case of males only. Both males and females were found to be concerned with a loss of self-esteem as a result of being apprehended. A major situational determinant was competition for grades when an increase in the cheating frequency was observed in both boys and girls.

~ An investigation into the psychodynamic factors responsible for academic under achievement was carried out by Weiner (1971). These factors included hostility towards parents which was not directly expressed, concern about rivalry with parent and siblings that led to marked fear of failure or of success, and a preference for passive-aggressive modes of coping with different situations. The impact of these psychodynamic factors on the learning disability of subjects was determined.

Schultz and Pomerantz (1974) investigated motive to succeed and probability of success, and their application to achievement situations. With the help of two different measures of motive to

succeed administered to 93 males 9th class students they wanted to know their preference for motive to succeed and motive to avoid failure. Both the measures were multidimensional and were correlated with internal achievement responsibility for success and measures for academic achievement, and they were significantly related with each other. Over-estimation of the probability of success was found to be directly related to motive to succeed. Both the success and failure oriented subjects over-estimated probability of success more on difficult tasks than on easy tasks.

Studies on fear of failure relating to its methodology.

A few representative studies relating to the methodological aspects of fear of failure may now be mentioned. Good and Good (1975) attempted to develop an objective measure of the motive to avoid failure, and the inventory developed contained 28 items that assessed fear of failure. A distinction was made between worry and emotionality as separate components of anxiety. The scale was tested on 191 undergraduates. The females were found to show a higher tendency of FF. Further, a relationship between fear of failure and perceived difficulty of academic subjects was also confirmed for both males and females indicating that the scale had the construct validity.

Becker and others (1975) in order to test the validity of the idea that the hostile press measure of fear of failure had to do with a fear of failure in the eyes of others (as found by Birney, Burdick, and Leevan, 1969) made a correlational analysis of the relationship between hostile press and the Fear Survey Schedule of the responses of 200 undergraduates. It was predicted that hostile press would correlate with those fears which had to do with failing in the eyes of others and not with any other kind of fears, thus lending support to the proposition of Birney and others.

A fairly recent study making an objective measurement of fear of success and fear of failure by means of factor analytic approach is that by Ladd and others (1978). This study was concerned primarily with answering the questions whether fear of success and fear of failure were operationally distinct; and whether all fear of success measure/^{tapped} single unidimensional construct? As many as eight fear of success and fear of failure scales were administered to 415 male and female subjects. Results showed that fear of success and fear of failure were highly related. Each scale was factor analysed and five highly stable orthogonal factors were obtained. One of these factors was fear of success, another test anxiety (fear of failure), the third was related with attitude towards success in medical school, the fourth seemed to reflect neurotic insecurity and the last pertained to the values of success.

Cernanski, Teevan and Kalle (1979) compared the three measures of the motive to avoid failure: Hostile Press, test anxiety, and resultant achievement motivation to predict 2 major behavioural criteria of the motive to avoid failure: defensiveness^{on} level of aspiration tasks, and choice of extreme (high or low) probability of success tasks rather than immediate level of difficulty tasks. Results demonstrated that only the Hostile Press measure was significantly related to the 2 behavioural criteria and suggested that the Hostile Press measure should be used in future assessment of the fear of failure motive.

External determinants of fear of failure.

Literature on *FF* however is silent on the role of religious denomination of a particular group in the determination of the amount and pattern of failure avoidant behaviour. Although, there may be a few studies concerning the influence of ethnic and cultural characteristics on *FF*, these being not so relevant to us may be excluded from reviewing.

Studies of age differences in *FF* are again almost non-existent in literature, though some studies have provided suggestive evidence of age being a discriminating factor in samples studied for related variables like anxiety and goal-setting (in which fear of failure was presumably implied). In a sample of children, Hill and Sarason (1966) found that the males and females

showed differences in their anxiety relating to academic achievement, the females showing a higher amount of failure avoidance than the males and this difference increased in the same direction as they grew older.

Although no substantial evidence seems to be available on the relationship of FF with sex differences directly, some results of studies on expectancy of success, level of aspiration and anxiety about failure as summarised by Stein and Bailey (1973) provide information about avoidant behaviour in afore mentioned situations.

an evidence as to the possible relationship of sex with FF comes from a study of level of aspiration (Crandall and Nabson, 1960). They reported that elementary school girls were more likely than boys to repeat a task on which they had previously succeeded than one on which they had failed, meaning thereby that the girls were more failure avoidant and took lesser risk in achievement situations.

That females were more anxious about failure in academic situations than males and that the latter scored higher than males on questionnaire measures of test anxiety has been reported in several studies (Feld and Lewis, 1969; Hill and Sarason, 1966; Wallach and Kegan, 1965).

Stein and Bailey (1973) have convincing explanation for the females' higher anxiety and less ego-defensive behaviour.

For them the cultural norm that permits females to express anxiety more readily and probably also makes them experience it in first hand and develop a weaker defense against their expression of anxiety and acceptance of failure.

As for socioeconomic differences in fear of failure motivation not many studies are to be reported. However, one such study that we came across pertains to investigating the Motive to approach success and motive to avoid failure in boys from different social groups (Ronald, 1969). In a sample of 235 seventh and eighth grade boys differences between social groups in achievement related motive were examined. Motive to avoid failure was measured by Test Anxiety Scale for children while the motive to approach success was measured by IAT. Analysis of regression revealed a clear relationship between social background and motive to avoid failure; higher social group being less failure motivated. Besides, some clear trends were also explicit when the two motives were combined. Subjects with a high motive to approach success and a low motive to avoid failure made up an increase in proportion, and those with a low motive to approach success and a high motive to avoid failure made up a decrease in proportion, when going from lower to higher social group.

Chapter-Three

METHOD AND PLAN

The plan of the study was chalked out strictly in accordance with the aims of the study which consisted mainly in (1) finding out the relationship between Fear of Failure on the one hand and Approval Motive, Self-esteem, and Telic Dominance, on the other; (2) determining the strength of Fear of Failure motivation among subjects in relation to differences of religion, sex, age and socioeconomic status; and (3) determining the extent of the role of external variables as sources of variation in the relationship among the personality variables. To achieve these objectives it was necessary (a) to work out an appropriate tool for measuring fear of failure, ensuring its reliability and effectiveness; (b) to adopt appropriate tools for measuring approval motive, self-esteem, and telic dominance; (c) to draw a sample of subjects representing different groups in terms of the external variables of the study; and (d) to select suitable statistical techniques for the analysis of the data.

Test Material: Eight pictures depicting figures and situations like those of the thematic apperceptive test plates were worked out and used to elicit themes to be analysed for Fear of Failure.

Two of these pictures were those used by McClelland and his associates (1953) and to be used latter by Birney and others (1967) for the study of Fear of Failure. The other two of the pictures used were drawn as per Birney et al's (1964) description of pictorial situations used in their study of Fear of Failure, With slight changes in situations and faces to look Indian. Three pictures used were taken from AAPAS Motive Test (Kureshi, 1971). One picture that was used was selected from several others on the basis of its highest FF eliciting cues.

Indeed these pictures were not selected tentatively. Rather, all these pictures along with six other pictures (in all fourteen pictures) were drawn with related situations after Birney et al. (1969). These were tested for their FF cues on a small sample before administering them on the main sample and eight out of these were found better in FF cues. As a try-out these pictures were administered on a small group of 20 subjects. Analysis by two examiners of the two hundred and eight stories written on fourteen pictures helped in selecting the eight pictures with stronger FF cues. The r-value giving the degree of agreement between the two independent scorers was .88.

The eight pictures used for measuring FF motive in the present investigation (Cf. Appendix) with their source of origin are as follows.

1. A boy and girl standing beside a crystal gazer apparently eager to know about their future (from Kureshi: AAPAS Test, 1971).
2. Outside an office two persons sitting on a bench and a peon standing near the office door (Specially drawn for the purpose).
3. A lonely young boy sits in a chair in a depressed mood stretching his legs (from AAPAS Test, 1971).
4. An elderly man and a young boy, possibly father and son stand, probably pondering over some serious matter (Card 734 from Murray's Thematic Apperception Test).
5. A girl stands in front of a mirror in her room (Birney, et al., 1964).
6. An executive officer sits in his office with a telephone placed nearby (Birney, et al., 1964).
7. A girl student with book sits in a park looking a bit tired (from Kureshi: AAPAS Test, 1971).
8. A boy in checked shirt (from McClelland, et al., 1953).

The internal consistency of the set of pictures was ensured by means of the split-half reliability method, the r-value being .79.

For measuring Approval Motive, a Hindi version of the Marlowe-Crowne Social Desirability Scale (Marlowe and Crowne, 1964) was used. This scale contains 33 items in self-report format of which 18 items are keyed in true and 15 in the false direction, and checking true items as true or false is indicative of social desirability (approval motive). The item keyed true and checked by the subject as true and keyed and checked false is scored one. Thus the total score ^{of} each subject may range from 0 to 33 (Cf. Appendix).

For measuring Self-esteem, a Hindi version of Texas Social Behaviour Inventory (Mehrelich, Stapp and Ervin, 1974) was used (Cf. Appendix). This is an objective measure of self-esteem or social competence. The inventory comprised 32 declarative statements for which there are five alternative response choices. The response choices were: Not at all characteristic of me, not very, slightly, fairly and very much characteristic of me. All statements were provided with scores ranging from 0 to 4 where 0 indicated the response associated with low self-esteem and 4 with high self-esteem or social competence. The response 'Not at all characteristic or very much characteristic' is given a score of 4 depending upon the nature of the statement, the direction of the score from low to high (0 to 4) being determined by a bold line placed under either of the sides of the scale against each statement (Cf. Appendix). The maximum possible score is 128 and minimum is 0.

The Hindi version of Telic Dominance Scale (Murgatroyd, Rushton and Michael, 1978) was used for measuring telic dominance (Cf. Appendix). The scale consisted of 42 items divided into three subscales i.e., Serious mindedness, Planning orientation and Arousal avoidance, which may be briefly described:

Serious mindedness: The degree to which an individual is oriented towards goals seen as essential or important to himself or herself or others identified with), physically or psychologically, rather than goals seen as being trivial, arbitrary or inessential.

Planning Orientation: the degree to which an individual plans ahead and organizes in pursuit of goals, rather than taking things as they come. That is, it is the degree to which a person is oriented towards the future rather than the present and the extent to which pleasure is gained from the achievement of goals or in anticipating goal achievement rather than from immediate behaviour or sensations.

Arousal Avoidance: the degree to which an individual avoids situations which generate high arousal and seeks situations in which arousal levels are low.

(Murgatroyd and others, 1978)

There were fourteen items in each subscale. Each item requires the subject to choose between two alternatives of telic and paratelic choices. For respondents uncertain as to their choice, a "not sure" option is also available for each item. Each item has been labelled with the subscale to which it belongs (S for seriousmindedness, P for planning orientation and A for arousal avoidance) and the telic choice within each item has been marked with an asterisk. Responses are scored in a telic direction.

A telic choice is scored as 1, paratelic choice is not scored, and not sure response is scored .5. Scores for each subscale are obtained and summed up to give a total score which acts as an indicator of the telic dominance of each subject. The higher the score the greater the telic dominance.

Sample: After having ascertained the suitability of tools to be used for the present study, with a comparable initial sample, a representative sample of the University students was drawn. In view of the fact that use of projective test, a relatively complex and time consuming affair and that three other tests were also to be used for the three personality dimensions (K-CSD, TCBI and TSC), it was not feasible to go for a large sample and so it was reasonably sized. Using the matched-pair technique of controlled selection, subjects were selected from a large population of students. It was desired that the number of subjects falling in each group formed according to the variables of the study, i.e. religion, sex, age and socioeconomic status should^{be}/almost equal. A sample of 192 students was thus drawn from the Aligarh Muslim University students population following a 2x2x2x2 factorial design. The subjects' age ranged from 16 to 24 years with an average age of 20 years. The age range of the younger group was from 16 to 19 years and that of the older from 20 to 24, with 96 subjects falling in each group. In terms of the variable of sex also the sample was equally divisible

into the males (96) and females(96). The Aligarh Muslim University being^a/residential University, the student came mostly from the upper and middle strata of Indian society. Therefore, the sample was equally represented by these strata. In determining the socioeconomic status of the subjects the income of their parents and guardians were given due weightage. The UELC group was represented by subjects whose parents and guardians were medical practitioners, advocates, University teachers, engineers, prosperous businessmen, contractors, executive etc. Subjects treated under KSL were sons/daughters/wards of semi-professionals, teachers, petty shop-keepers and so on. Religion was also considered to be an important source of variation. Half of the sample was represented by the hindu subjects and the other half by the Muslim subjects.

A break-up of the sample of 192 subjects in terms of the variables of the study appears on the following page.

Administration of the tests: Since it could be time-consuming and rather taxing for the subjects to respond to four tests, for the sake of their convenience the tests were administered in two separate sessions. In the first session the pictorial test (FF) and Social Desirability scale (M-CSD) were administered, and in the second, the Self-Esteem Inventory (TSBI) and Telle Dominance Scale. The test sessions were arranged before-hand through consultation with the subjects themselves. The tests were administered in a small group of generally three to five subjects at a time.

FIGURE - I

Showing a break-up of the sample in terms of social variables.

N = 192											
Hindu (96)						Muslim (96)					
Male (48)						Female (48)					
U.Age (24)	L.Age (24)	U.Age (24)	L.Age (24)	U.Age (24)	L.Age (24)	U.Age (24)	L.Age (24)	U.Age (24)	L.Age (24)	U.Age (24)	L.Age (24)
(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)	(12)
USES	MSES	USES	MSES	USES	MSES	USES	MSES	USES	MSES	USES	MSES

The subjects while participating in the first session were asked to tell about their availability for the next session. Before the first session began the subjects were given an oral talk about what they were supposed to do. They were told that they had to participate in a game of story writing to provide with specimen of their imagination. The subjects were given four to five minutes time to write one story on each picture which was shown to them of about thirty seconds. In this way eight pictures were presented one after the other in a serial order. An additional picture was also used to produce warming-up effect. Standard instructions (Atkinson, 1953) were given to them to have an idea of what was required of them as they wrote stories. These instructions emphasized the subjects to be more imaginative. The instructions given to the subjects were as under:

- (a) What is happening? Who are the persons?
- (b) What has led up to the situation?
- (c) What is being thought? What is wanted?
- (d) What will happen? What will be done?

The subjects were told that they were required not just to answer these questions, rather these were meant to facilitate their thinking. Each question was not necessarily to be answered. Basically they were required to write a continuous and complete story. It was emphasized that there were no right or wrong stories so they

could feel free and write whatever came to their mind. It was further impressed upon the subjects that mere description of pictures would be avoided and a dramatic and interesting story reflecting their understanding of people and human situations would be appreciated. In writing each story subjects were asked to keep in view the aforementioned four questions. Stories thus written were likely to be complete with regard to plot, beginning and end with reference to feelings and emotions of characters, their relationships and so forth. About two hundred and nine subjects were approached in this way but some cases were dropped for either they failed to cooperate or their stories were not written in accordance with the given instructions. Also, some of these subjects could not be approached for the next session. The sample finally retained had one hundred and ninety two subjects, as stated earlier.

Data obtained in the form of imaginative stories were scored for Hostile Press by the investigator according to Birney et al. system (1969). The Hostile Press scoring system is based on Murray's (1938) press concept. The stories are scored on the basis of whether the central figures in the stories strived to escape, adjust, or overcome retaliation or catastrophe threats. A brief summary of the same is given below:

A brief description of Hostile Press Scoring System

Hostile Press Imagery: Hostile Press imagery is scored when some one in the story is subject to: (a) reprimands for personal actions; (b) legal or judicial retaliation for action or alleged action; (c) deprivation of affiliative relationships; (d) hostile, vague environmental forces or physical conditions, violation of privacy, inducement to crime, destruction of beliefs, or any major assault on their well-being.

In addition to the above general imagery categories, the following specific cases are scored.

- (1) The character is fired from a job.
- (2) He is thrown out of school or flunked out of school.
- (3) Failure (in an achievement situation) with strong affect.
- (4) All suicides (with inferred G-)
- (5) Pain with affect.

Subcategories, to be scored only if Hostile Press Imagery is scored.

Need Press relief: Scored when some one in the story being affected by hostile Press makes an overt statement of need for relief, withdrawal, or escape.

Instrumental Reaction to Press: is scored when the figure under press is moved to take eliminative action against the press, to withdraw from it, or to adjust to it.

Affect Reaction to Press: Scored when the figure under press reacts with some statements of either positive or negative emotional feeling.

Goal Anticipation: Scored when some one in the story is being affected by Hostile Press expressed statements of relief or renewed or additional Press. Relief is scored + and renewed or additional press is scored - .

Press Themes: Themes will be scored unless achievement imagery is present.

Statistical Technique Used: The obtained data were put to statistical treatment in the light of the proposed objectives of the study, which consisted in discovering relationships between FF and other personality variables; and determining differences in the strength of FF in the comparison groups, and differences in the relationship of FF and each one of the personality variables.

The pearson-Product-Moment correlation was used for discovering relationships among the personality variables and Analysis

of Variance and Critical Ratio to determine the significance of differences between comparison groups in respect of FF. Critical ratios were computed to find out significance of difference between the relatedness of r_F with the rest of the personality variables (after converting Pearson's r into Fisher's z coefficients).

Chapter-Four

RESULTS

As mentioned in the preceding chapter, in order to study the relationships between Fear of Failure and Approval Motive; Fear of Failure and Self-esteem; and Fear of Failure and Male Dominance, the Pearson Product Moment Correlation was used. Results of this analysis are shown in Table 1. In Table 2 appear the results of analysis of variance and in Tables 3 to 6 results of critical ratio, which were used to find out the significance of differences between the comparison groups in *FF*. Tables 7-9 show the results of critical ratio obtained by converting Pearson's *r* into Fisher's *Z* coefficients (significance of difference between two *r*'s) for the purpose of determining the extent of the role of external variables as sources of variation in the relationship between *FF* and other personality variables.

In Figure Nos. II to V a part of the data is graphically represented.

The abbreviations used in these tables - *FF*, *USSE*, *MSSE* stand for Fear of Failure, Upper Socioeconomic status and Middle Socioeconomic status, respectively. Values with one and two asterisks indicate significance at .5% and .01% levels, respectively.

Table 1 Showing the coefficients of correlation
 between *FF* and Approval Motive; *FF* and Self-
 Esteem; and *FF* and Telic Dominance.

1. <i>FF</i> /Approval Motive	.64**
2. <i>FF</i> /Self-Esteem	.55**
3. <i>FF</i> /Telic Dominance	.39**

As may be evident from the value of the r (.64) *FF* and Approval Motive are significantly related at .01% level. A significantly positive relationships exists between *FF* and Self-Esteem ($r = .55$) and between *FF* and Telic Dominance ($r = .39$), both at .01 level of confidence.

Table 2 Showing the results of the analysis of variance as applied on Cs data following 2x2x2x2 factorial design.

Sources of variance	Sum of squares	df.	Mean square	F-value
Religion	732.42	1	732.42	25.15**
Sex	11.50	1	11.50	.39
Age	277.92	1	277.92	9.54**
SES	845.88	1	845.88	29.04**
Religion x Sex	97.75	1	97.75	3.35
Religion x Age	7.13	1	7.13	.24
Religion x SES	27.75	1	27.75	.95
Sex x Age	3.79	1	3.79	.13
Sex x SES	1116.50	1	1116.50	38.34**
Age x SES	240.75	1	240.75	8.26**
Religion x Sex x Age	388.10	1	388.10	13.32**
Religion x Sex x SES	30.88	1	30.88	1.06
Religion x Age x SES	46.98	1	46.98	1.61
Sex x Age x SES	388.15	1	388.15	13.32**
Religion x Sex x Age x SES	76.41	1	76.41	2.62
Within treatments	5125.91	176	29.12	
Total	9417.82	191		

of

Results of the analysis/variance presented in Table 2 reveal the following:

The value of the F -ratio for the main effect religion is significant ($F = 25.15, p < .01$) indicating that the FF means for Hindu and Muslim do significantly differ. The value of Hindu is being 15.96 and Muslim is being 19.37 show that the strength of FF is significantly greater among Muslim is than among their Hindu counterparts. This is corroborated by the value of the critical ratio (Table 3).

The value of F -ratio for the main effect sex is not significant ($F = .39, p > .05$) indicating that as far as FF is concerned boys and girls do not differ significantly from each other. A further confirmation to this effect comes from the value of the critical ratio (Table 4), which is also not significant.

The main effect Age is significant as indicated by the value of the F -ratio ($F = 9.54, p < .01$). The FF means for the Older and Younger do differ significantly, the Older is showing stronger FF than Younger is as evident from their means - 19.12 and 16.71 respectively. The value of the critical ratio (Table 5) also supports the finding.

The main effect Socioeconomic status is also significant ($F = 29.04, p < .01$), as borne out from the analysis of variance.

SES seems to be an effective source of variation in the strength of FF among Upper and Middle SES groups. A higher mean value of 20.02 among the Upper SES group as compared to that among Middle SES group, 16.71, shows that the former group is more fearful of failure than the latter. This finding is further confirmed by the value of the critical ratio (Table 6).

Whereas the F -ratios for the interactions Sex x SES; Age x SES; Religion x Sex x Age and Sex x Age x SES are significant, those for Religion x Sex; Religion x Age; Religion x SES; Sex x Age; Religion x Sex x SES; Religion x Age x SES and Religion x Sex x Age x SES are insignificant.

Table 3 Showing the value of the critical ratio indicating significance of difference in Fear of Failure between Hindu and Muslim subjects.

Group	N	Mean	SD	SED	CR
Hindu	96	15.96	6.33	.95	4.11**
Muslim	36	19.87	6.87		

The value of the CR (4.11, $p < .01$) being significant indicates that Hindu and Muslim subjects differ in their FF mean. The FF mean for Muslims being higher than Hindus indicates that they have stronger FF than their Hindu counterparts.

Table 4 Showing the value of CR indicating significance of difference in FF between Male and Female subjects.

Group	N	Mean	SD	SED	CR
Male	96	18.16	6.48	.14	.49
Female	96	17.67	7.37		

The value of critical ratio (.49, $p > .05$) is not significant, showing that Male and Female subjects do not differ in their FF.

Table 5 Showing the value of critical ratio indicating significance of difference in FF between Older and Younger subjects.

Group	N	Mean	SD	SED	CR
Older	96	19.12	7.29	.98	2.45*
Younger	96	16.71	6.26		

The significant value of critical ratio indicates that the two groups differ in their strength of FF. On the basis of FF means for Older and Younger subjects the former appear to have a stronger FF than the latter.

Table 6 Showing the value of the critical ratio indicating significance of difference in *FF* between *USES* and *MSES* subjects.

Group	N	Mean	SD	SED	CR
<i>USES</i>	96	20.02	5.84	.95	4.43**
<i>MSES</i>	96	15.81	7.28		

The CR value being significant indicates that subjects belonging to the two social strata differ in their strength of *FF*. The *FF* means for *USES* and *MSES* subjects indicate that the strength of *FF* is greater among *USES* than among *MSES* subjects.

Table 7 Showing the values of critical ratio indicating significance of difference between the relationships of FF with Approval Motive in the comparison groups.

Group	N	r	Z	CR
Hindu	96	.46	.50	4.92**
Muslim	96	.83	1.19	
Male	96	.61	.71	2.78**
Female	96	.80	1.10	
Older	96	.84	1.22	5.0**
Younger	96	.48	.52	
USES	96	.79	1.07	3.35**
MSES	96	.54	.60	

All the values of the CR being significant indicate that the extent of relationships of FF and Approval Motive is not the same among the comparison groups formed on the basis of Religion, Sex, Age, and SES. The values of r for Muslim, Female, Older and USES subjects indicate that there exist closer relationships between FF and Approval Motive in these groups than among Hindu, Male, Younger and MSES subjects, respectively.

Table 8 Showing the values of critical ratio indicating significance of difference between the relationships of *FF* with Self-Esteem in the comparison groups.

Group	N	r	Z	CR
Hindu	96	.60	.69	1.28
Muslim	96	.47	.51	
Male	96	.44	.47	2.21*
Female	96	.65	.78	
Older	96	.64	.76	2.41*
Younger	96	.43	.46	
USES	96	.73	.93	3.85**
MSLS	96	.37	.39	

As may be evident from the values of the CR the relationships of *FF* and Self-Esteem vary significantly among the groups formed on the basis of Sex, Age and Socioeconomic status except for the variable of Religion. The r-values of Female, Older and USES subjects indicate that *FF* and Self-Esteem are more closely related in these groups than in Male, Younger and MSLS subjects.

**Table 9 Showing the values of critical ratio indicating
significance of difference between the relation-
ships of FF with Telic Dominance.**

Group	N	r	Z	C _r
Hindu	96	.23	.23	2.5*
Muslim	96	.52	.53	
Male	96	.31	.32	1.35
Female	96	.47	.51	
Older	96	.38	.40	.35
Younger	96	.34	.35	
USES	96	.29	.30	1.14
MSES	96	.44	.46	

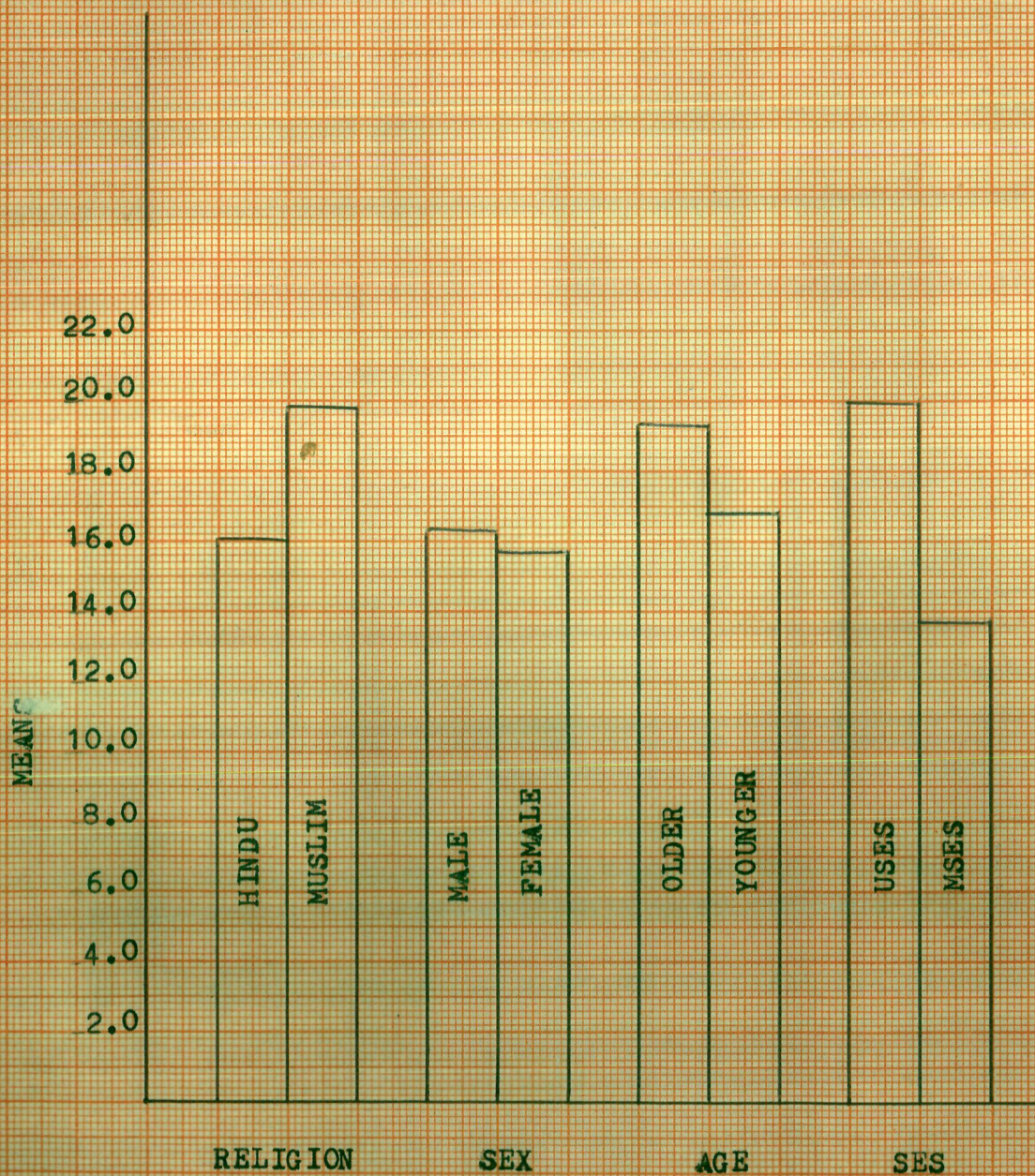
The values of C_r except for religion being insignificant indicate that the relationship of FF and Telic Dominance is independent of the effect of Sex, Age and Socioeconomic status variables. The higher value for Muslims indicates that there exists a closer relationship between FF and Telic Dominance in this group than among Hindus.

The results presented in the foregoing tables relating to the three broad classes in which analysis was carried out may be summed up thus:

FF is significantly related with Approval Motive, Self-Esteem and Telic Dominance in the sample as a whole as well as in the comparison groups. However, the extent of relationship between FF and other personality variables is of a different order in the comparison groups. Barring one external variable namely, Sex, all the other variables have been found to contribute to the differences in FF.

FIGURE II

Showing relative strength of FF in the comparison groups.



EXTERNAL VARIABLES

FIGURE III

Showing differences in the relationship between FF and approval motive in the comparison groups.

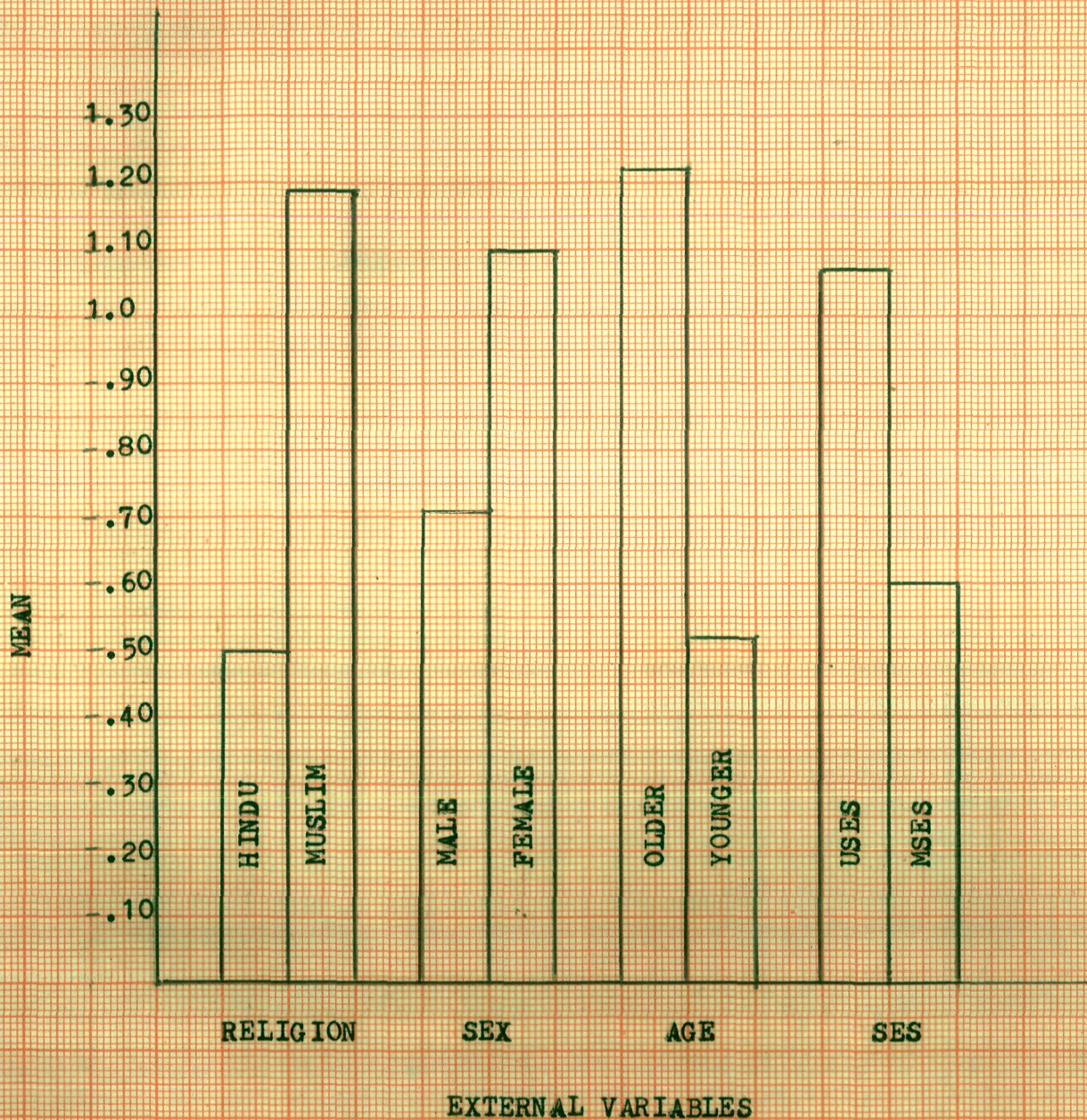
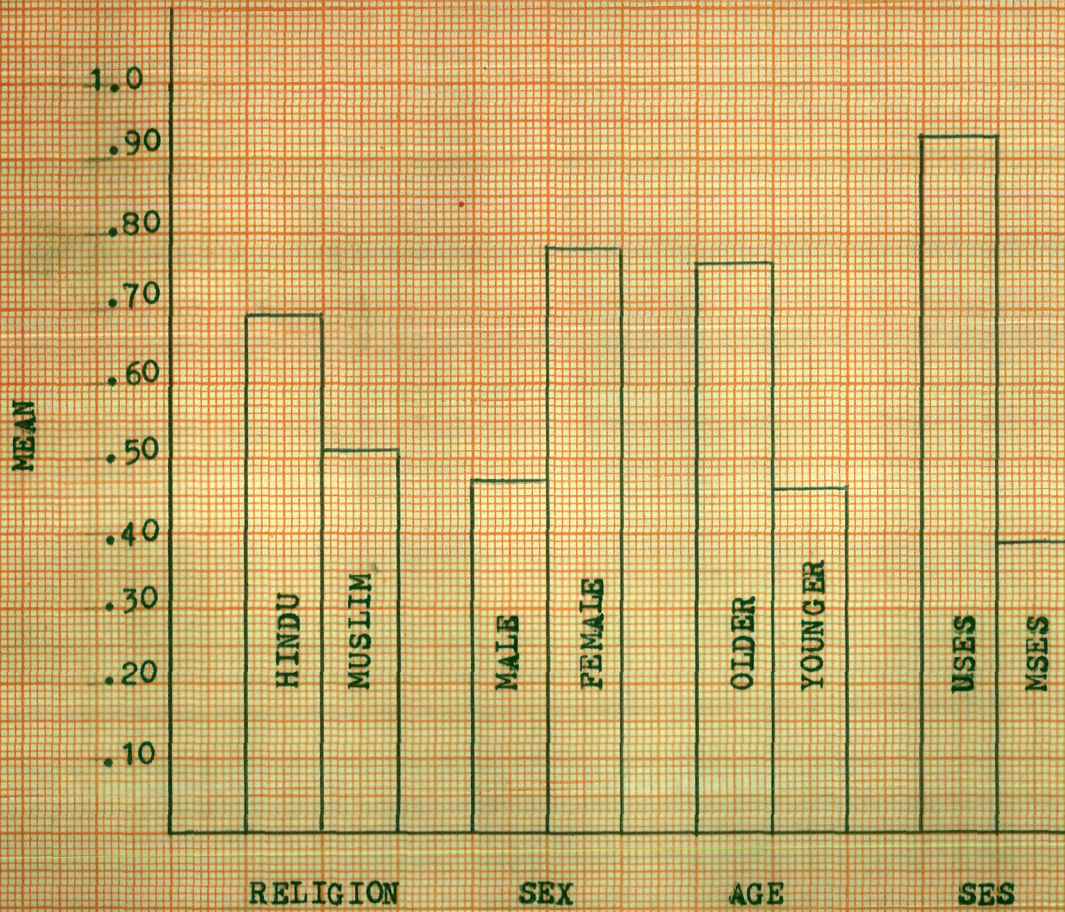


FIGURE IV

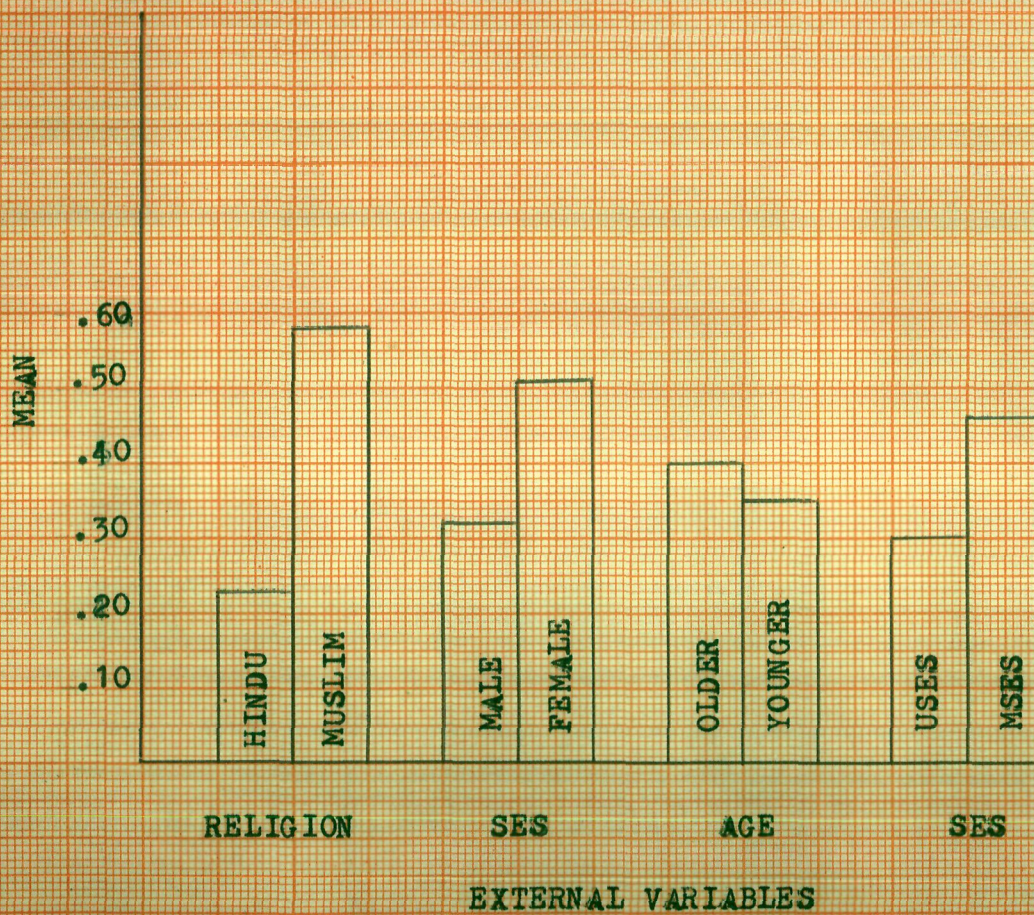
Showing differences in the relationship between
FF and self-esteem in the comparison groups.



EXTERNAL VARIABLES

FIGURE V

Showing differences in the relationship between
FF and telic dominance in the comparison groups.



Chapter- Five

DISCUSSION AND CONCLUSION

The results relating to studying relationship between *FF* and other personality variables (Cf. Table 1) may first be discussed and interpreted. A positive relationship found to exist between fear of failure and approval motive appears to be what one would expect in view of the vital contentual properties of the two, namely fear of self and social devaluation, or a tendency of avoidance of situations where one may face a possible threat to one's ego resulting in developing defense against such probabilities. It is indeed a defensive strategy on the part of both a person high in approval motive and *FF* which draws these two dimensions nearer ^{each} to other. The two defining criteria of approval motive (Marlowe and Crowne, 1964) and the three criteria of *FF* (Birney, Murdick and Zeevan, 1969) seem to converge on one important characteristic- avoidance of perceived threat to self-esteem and social disapproval.

Both conceptual and empirical support can be offered to substantiate the positive relationship discovered between *FF* and approval motive. High *FF* individuals were believed and found to be avoidant-prone in competitive situations (Birney and Stillings, 1967; Rapoport, 1966). The results of these and similar other studies underlined the role of cognitive variables or the

available approaches to goal which interacted with the motivational variables to influence behaviour. They also suggested that one common accompaniment of avoidance motivation was the adaptive behaviour on the part of the subjects.

Evidence to an intimate relationship operating between $2P$ and approval motive is available not only from studies directed at relating these variables but from others also where certain important common aspects of the two have been compared. Conformity as one such aspect has been found to be as much an accompaniment of $2P$ as of approval motive in several studies. Asch and Deegan (1974) discovered that situation of face to face interaction with others having greater property of social evaluation (devaluation) were more likely to evoke conformity behaviour than those where, though others were also present, but one's action and emotions were not being observed by others.

Acceptance and going by even inaccurate group opinion on the part of high approval motive subjects seemed to be understandable to Strickland and Crowne (1962) because it involved lesser risk of social devaluation on not conformity to others' opinion, even though it was not accurate. High approval motive subjects also appeared to agree with an inaccurate statement of experts and judges about them, and among the important factors were the status of judges and possible consequence of judges' evaluation on their social worth.

Further testimony to the relationship of FF and approval motive comes from the study of Afran and Boylin (1967) who reported that high approval seeking subjects opted for the alternative of avoiding potentially evaluative situation than those who showed a lower concern for approval.

In studies using either fear of failure or approval motive, as the central personality variable one common element found to characterize both was an attempt at managing a situation towards a positive impression formation. Subjects in Cohen and Teevan's (1974) study, with stronger fear of failure tended to use a social situation to their personal advantage and managed to create a favourable impression of themselves more effectively than the low FF subjects. A parallel finding of a study on approval motive also suggested that a stronger defensiveness among high approval motive subjects led them to deceive others by giving a non-genuinely high self-esteem estimate because their main motive was to show in good light under the strong impulse of avoiding a situation of possible censure and disapproval.

Aversion to an evaluative social situation being a characteristic feature of both is so stronger in them that they may even opt for a rather immoral alternative of cheating and deceiving others, provided it saves them from the possibility of negative social evaluation (Berger, 1971; Millham, 1974; Smith and others, 1972).

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All this supportive evidence makes it easier for us to explain our discovered relationship between FF and approval motive with authenticity. A further analysis of the role of social variables in determining the extent of relationship between these two personality variables will reveal many a interesting fact. One important indication which this analysis holds out is that as far as relationship between FF and approval motive is concerned the external variables fail to be of any consequence and this relationship between FF and approval motive remains unchanged in all the comparison groups separately as well. Even though, in terms of the extent of relationship between these variables the comparison groups have shown marked differences, this has not affected the pattern of relationship. This is an additional testimony to a close FF-approval motive relationship, on the one hand and the insignificant role of the external sources of variation as moderators of this relationship, on the other (Cf. Table 7).

That FF and self-esteem have emerged as closely related variables is both in line with and contrary to what earlier research evidence seems to imply with no categorical support for or against the relationship. Nevertheless, with reference to some common aspects of the two variables as discovered in certain studies on self-esteem (Cf. Chapter One, Two) and their behavioural manifestations, this relationship may sound somewhat credible.

Ideally, a high self-esteem individual should be less avoidant of self-evaluating possibilities and so an explanation of a positive relationship between FF and self-esteem would perhaps require delving deeper into the dynamics of the two and not going just by the superficial structural exterior of the two. The one plane on which the two can be compared is self-concept, its realistic or unrealistic placing with the idealized self-image. Indeed, though a FF individual is more likely to show a wider discrepancy between his actual self-concept and ideal, and one with high self-esteem showing ^{lesser} discrepancy between the two, it may be that in the latter case the individual projects a deliberate account of himself; and self-esteem, as gauged by a self-report inventory, may not always be genuine.

More central to FF and self-esteem is probably the avoidant and defensive mental set bringing the two nearer each other. Ample research evidence can be offered to substantiate this. A reference to this possibility comes from a study (Hewitt and Goldman, 1974) where those high self-esteem subjects who were also high on approval motive behaved like low self-esteem subjects. This may mean that the dominant behavioural characteristic of the low self-esteem subjects—over defensiveness—also characterised the high self-esteem subjects, and this defensive interpretation is equally relevant to a high FF individual.

Results of two separate studies, one on FF (Karabenick and Marshall, 1974) and the other on self-esteem (Abringer and Rosenberg, 1970) provide mutual verification of the fact that both high FF and high self-esteem individuals show an excessive need for success so that success feedback is always reinforcing and contributes positively to their subsequent performance level. Many other studies have discovered commonalities in the dynamics of FF and self-esteem, specially relating to the feelings of failure and success, need for social approval, and reactions to actual or imagined possibilities of success and failure.

An avoidance defense mechanism, operating in high self-esteem individuals, as evidenced in many studies (Cohen, 1959; Finkle and Helmsreich, 1972; Leventhol and Perloe 1962; Silverman, 1969; Stotland and others, 1957) is also essentially present among high FF individuals. Probably the accompanying behavioural characteristics of high self-esteem subjects to protect themselves against unfavourable evaluation and showing a stronger need for approval are as much the ingredients of a threat oriented approach, which the high FF individuals adopt.

The position of relationship between FF and self-esteem is the same in relation to social variables also, showing that no matter whether it is the sample as a whole without regard to the social variables or in the groups formed on the basis of these

variables, FF and self-esteem are inseparable. Further, but for religion, the comparison groups, in terms of age, sex and socioeconomic status have shown significant differences in the extent of relationship between FF and self-esteem. This may be explained as being due to ^avery high degree of relationship existing between the two variables, so much so that the external sources of variation are rendered ineffective.

Telic dominance has also been found to compare well with fear of failure (Table 1). Seeing what FF and telic dominance connote, it is understandable that these should be interrelated. Presumably, of the three recognised ingredients of telic dominance--seriousmindedness, planning orientation and arousal avoidance--the last happens to be the common denominator of both the personality variables. Avoidance of the possibility of the self-esteem placed at stake is more in tune with one who is apprehensive of such a possibility. And perhaps an FF individual is compulsively threat-oriented. Avoidance of arousal, may it be for maintenance of equilibrium, to be in a pleasant psychological state for its own sake, or to defend oneself against a likely threat to self-esteem (again to be in a non aroused pleasant state) turn up to be the natural consequence of an avoidance motivation.

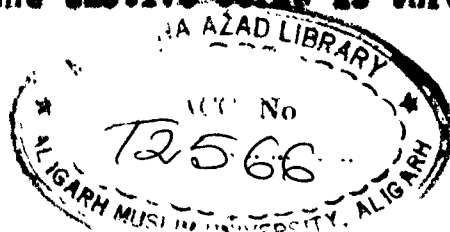
Not only that an FF individual is generally avoidant of arousal and fearful of situations viewed as threat to his self-esteem, he is also likely to approach such situations because

perhaps keeping indefinitely off such situations may also be taken as a reflection on his intellectual and social qualities, he may, therefore, involve himself in long-term plans to achieve high goals. That is, a high *FF* individual is not always one with a consistent history of actual failures; he may have many successes to his credit and even then can be fear-oriented (Goldberg, 1973). The other seemingly unrelated aspects of telic dominance - seriousmindedness and planning orientation - would appear not that unrelated if this fact is kept insight. Although the relationship of *FF* and achievement motive (the latter being very close to seriousmindedness and planning orientation, because one criterion of achievement motive - long-term involvement - is almost synonymous with both seriousmindedness and planning orientation) is yet to be determined, *FF* has been recognized as a major component of achievement motive. And though most evidence is in favour of past history of an *FF* individual being that of actual failure (Atkinson, 1958; McClelland, 1953) it is also probable that one with a good record of success is failure avoidant. It appears then, that there is such resemblance in the actual inner dynamics of the dimension of telic dominance and fear of failure. And this may be the main factor behind the intimate relationship existing between these, as discovered in the present study.

We can now understand the relationship of *FF* and telic dominance in the light of certain studies where these variables have been directly or indirectly mentioned. Positive relationship

has been reported between the three components of telic dominance and fear of failure (as one of the two components of Robinson's (1961) T_L- Achievement). Whereas, low telic dominant subjects (paratelic) expressed a stronger hope of success, telics showed a stronger FF. The latter were also found to be more anxiety-ridden. That anxiety and FF have generally been found to go together (Atkinson, 1958; Birney, Burdick and Teevan, 1969; Kureshi and Khan, 1982; Larason, 1960; Spielberger, 1972b) and that anxiety is a vital element of both FF and telic dominance, a positive relationship between these variables is understandable. However, in terms of effective and ineffective anxiety defense individuals have been found to differ and high telics have been found to run higher anxiety expressed in the form of weaker defense against anxiety (Murgatroyd and others, 1978). So a circular argument in favour of FF-telic dominance relationship would be that those who appear anxious in their behaviour have a low defense against anxiety and both high FF and high telic individuals being characterised with this appear to be alike.

Results of two independent studies (Murgatroyd and others, 1978; Prasad and Prasad, 1971) also seem to be consonant, confirming that the psychology of an FF individual and a telic dominant individual is quite similar. An FF individual, partly concerned as he is with avoiding a social situation where he may be belittled would probably perceive the emotive words as threat to his social



value and self-esteem, as the results of the two above mentioned studies have revealed. Whereas in the Kurgatroyd and other's study there was an inverse relationship between telic dominance and the recall of emotive words, Prasad and Prasad's study reported that subjects having stronger concern for self and social importance (a proval motive) took a longer time to perceive the emotionally toned words.

As for the interacting effects of the variables of religion, sex, age and socioeconomic status, on the positive relationship between FF and telic dominance, only religion has been found to be effective. No differences exist in the relationship of FF and telic dominance as far as older/younger, male/female, and U.S./non-U.S. subjects are concerned.

It may be noted that nowhere FF was found to be unrelated to the other two personality variables, in the sample taken as a whole, and in relation to the social variables.

Besides, the comparison groups have shown significant differences in terms of FF - approval motive relationship, in terms of FF - self-esteem, except for religion. However, barring the variable of religion, none of the comparison groups has shown significant differences in the relationship between FF and telic dominance. By and large it may be said that the relationship of FF with approval motive, self-esteem and telic dominance is too intimate to be affected by such variables as religion, sex, age and socioeconomic status.

Now, to turn to the results relating to the second major objective of the study, namely studying differences in FF motivation in relation to the social variables, the one having to do with the religious differences in FF , may be discussed in the first place. That Muslim subjects have shown a stronger FF motive than their Hindu counterpart ($t = 25.15$, $p < .01$; $U = 4.11$, $p < .01$) may appear fairly understandable and expected if one has due cognizance of the psychological environment in which Muslims as members of a particular community live with their characteristic self-perceptions, attitudes, values and traditions amidst the physical environment with its socio-cultural and political-historical realities.

It may be a common observation that Muslims as members of a minority community are invariably a party to all major conflicts and discords with members of the majority community for which many explanations have been advanced from time to time, among them being the bitter fact of partition and its fallouts generating a mutual distrust among members of the two communities and the apathy of the minority community to all efforts toward national reconstruction. A negative psychology that had developed among the Muslims in early Post-independent period, though getting feeble, they have yet to reassure themselves of their positive role in the national life and make members of the majority community feel the truth if such a desire. Nevertheless, a

general attitude of non-involvement and non-participation in competitive situations, on the part of the Muslims, may presumably be ascribed to their general negative reaction to the self and others' self-evaluation thereby suspecting their capability to compete with standards of excellence as well as their acceptability to members of the majority community. Conditioned as they seem to have become to be indifferent and averse to situations of comparative assessment of their worth with members of the majority community, an attitude of resignation and keeping away from such situations is perhaps economical and defensive on their part. Because, probably the possibility of self-estimate loss and a loss in social value in the event of failing in competitive situation would not then arise. This seems to be the psychological strategy the Muslim subjects adopt reflecting their defenses against self-devaluation and reduction in social value, the components of Fear of Failure motivation.

Only scarce empirical evidence is available to back the above finding as few studies have been concerned to determine the influence of religious or cultural differences in Fear of Failure. However, result of a study of Indian adolescents (Kureshi, 1975), conforms to the finding where Fear of Failure as one component of *n-ach* was reported to be appreciably higher among the Muslims than the Hindus.

The result that male and female subjects do not differ in their FF motivation ($F = .39$, $p > .05$; $CN = .49$, $p > .05$), while being contrary to the earlier findings, (Cf. Chapter Two), also brings in the question whether FF has the same meaning to both sexes. As suggested often in respect of n-Ach of which FF is a necessary element, the conditions of arousal for n-Ach (and probably for FF) seem to be different for males and females--acceptance and popularity being more relevant to female; achievement and leadership, intelligence and success to male achievement, referring respectively to self estimate and social value, the fear of reduction or loss of which constitutes what is meant by Fear of Failure motivation (Birney et al. 1969). Thus, perhaps one way to explain this absence of difference in the amount of FF between the male and female subjects may be that of the two aspects of FF, reduction in self-estimate and social value, the former being avoided more by males and the latter by females, so that the quantum of avoidance expressed in each one's protocols is almost of the same order. Hence, presumably absence of difference between the two sexes in respect of FF.

Age has also turned out to be an effective source of variation in the strength of Fear of Failure, the older subjects showing a higher amount ($F = 9.54$, $p < .01$; $CN = 2.45$, $p < .05$). One plausible explanation for this may be that as compared to younger subjects the older subjects being more mature, socially and emotionally, perceiving themselves as more serious, committed

and responsible individuals, consonant with others' expectations of them to be so, pay a higher premium on maintaining their self-esteem and social-value, thus developing a stronger avoidant reaction to situations anticipated by them as potential threats to their self-estimate and social value. On the other hand, as a group, the younger subjects being rather a happy-go-lucky lot tend to behave in a less concerned and involved manner and probably take the possibility of success or failure in a light vein so that their reaction to anticipations of failure is not very strong. Presumably, as far as they are concerned, the price for failure they may pay in the form of self and social devaluation is not as high as it is to the older subjects who show a stronger avoidance to the failure-borne situations.

That *FF* is more likely a tendency among grown-ups than among younger one's was indicated in a study where males and females separately showed an increased amount of failure avoidance as they grew (Sarason, 1966), providing some strength to our finding.

That subjects hailing from the upper socioeconomic status show a stronger *FF* motivation than the *MS&S* subjects ($F = 29.04, p < .01$; $CR = 4.43, p < .01$) is consonant with some earlier observations (Birney et al. 1969; Ronald, 1969). Hypothesizing that Fear of Failure arises only after standards of task excellence are established against which self-evaluation or social

evaluation may be made, subjects in different socioeconomic strata, differing among themselves in respect of their development of these standards, and being guided by them differently, should naturally respond alike to the anticipations of failure.

A stronger FF motivation among the USES subjects, as compared to the MSLS subjects may possibly be explained in terms of the former group's perceived status as distinct from the latter, not only in their being socially and economically better off but also in holding greater social responsibility and possibility of being more bitterly reprimanded by the society on having failed. Achievement situations that involve much self-interrogation and social responsibility, while seemingly more compatible with what is expected of the USES group would probably be avoided more by members of this group. And so they would be more sensitive to apprehend the possible threats to their self-estimate and social value, lest they fail to come up to the level of anticipated accomplishment. Situations in which subjects can recognize the likelihood of being evaluated tend to give rise to fear of failure and as social standards become more discriminating and refined, and as the hierarchy of rankings for excellence gets more complex, such fears may crop up more spontaneously. Thus, the USES group with greater amount of these attributes should express stronger fear of failure in whose case there are so many avenues open to judge themselves, or to be judged, and run the risk of devaluation.

On the other hand, where work situations involve lesser operations and where self-assigned social responsibility is too less to evoke social disapproval on having failed to fulfil it, as the case seems to be with the MSBS subjects, a less strong FF among them is perhaps both likely and understandable.

The preceding discussion of results in conjunction with the data of the reported studies on FF and allied variables may lead us to certain conclusions: The one most likely inference that can be drawn and which seems to be explicit enough seeing the highly positive relationships between FF and other personality variables is that it is the negative mental set, an avoidant predisposing tendency, a reaction of drawing back, or to say it more specifically, an avoidance motivation in general, which seems to run through fear of failure motive, approval motive, self-esteem and also telic dominance. This is suggestive of the need to carry-out a more rigorous structural analysis of these four dimensions of personality to further corroborate this and to arrive at one compact and all-inclusive dimension (although, probably this has been partly achieved by this investigation without its being a study aimed at structural analysis of fear of failure).

A close scrutiny of the results relating to differences in FF in relation to the social variables tends to bring out certain

interesting observations. It may be guessed that a high count of the tendency of withdrawal that permeates the behaviour of a majority of our subjects (Muslims, USAS, Older) would probably be an obstacle to a desire for excellence in various spheres of activity and would tend to curb their potentialities which could have been exercised had there been no excessive fear of loss of self-esteem and social value. A genuine self-esteem is not vulnerable to superficial threats, and presumably those with a hollow self-esteem would be over-concerned to maintain it at all costs. This seems to be true of our subjects.

The results relating to the role of social differentials in determining the strength of FF pose certain questions: While it could be anticipated that Muslim subjects would turn-out with stronger FF than their Hindu counterparts, this seemed to be a remote possibility with the USAS subjects. That there would be no significant differences between the males and females on FF was also least expected. Should a greater fear of failure among the Muslim subjects imply that it is due to their being members of a certain religious community? Could it be generalized to mean that the actual and perceived minority status precipitates an attitude of withdrawal and resignation, and an aversion to participation in activities directed at social and national emancipation? Further research on FF may be extended to various groups, defined as minority groups, to answer such questions.

A stronger failure avoidant tendency among the USLS seems to contradict the minority or less privileged status to be the correlate of r_2 (as is the case with our Muslim subjects). They may be; if placing on a higher social and economic pedestal alone is not taken as privilege, but a 'feeling' of privilege, a psychological state of contentment and self-dependence, which they, probably, do not entertain.

To sum up, it may be assumed, not only on the strength of our observations but also on the basis of the implications that flow from these observations, that avoidance of self-social interrogating possibilities is the hall-mark of certain specific groups, such as the minority groups which points to a lack of faith on their part in their intrinsic resources and yet-to-be exploited psychological potentials.

SUMMARY

The study was purported to determine relationships of fear of failure (FF) with certain conceptually compatible personality variables - approval motive, self-esteem, and Telic dominance. Another major objective of the study was to measure the strength of α in relation to certain social differentials like religion, sex, age and socioeconomic status.

The FF concept of Birney and others has been adopted in the present investigation. They have identified three possible consequences of nonattainment with three parallel fears namely, (a) devaluation of the self-esteem, (b) non-ego punishment, (c) social devaluation. In reaction to these possible anticipations about the outcome of acts the individual may develop three corresponding defenses: (a) defense against the loss in self-esteem, (b) defense against punishment, (c) defense against a loss in social value. According to Birney and others, people differ in the degree to which they fear these possible consequences of an achievement outcome, so that for some people the fear may be directed at lowering of their self-estimate, for others with lowering of their worth in the others eyes and still for others, it may relate to the fear of loss of reward associated with nonattainment.

Approval motive, our another variable, according to Marlowe and Crowne means something of a reliance on the evaluative judgements of others, which is believed to stem from two factors (a) a motive to seek approval (approach, behaviour) and (b) a motive to shun disapproval (avoidance, behaviour). However, empirical evidences support only the latter aspect of approval motive: a tendency of avoidance than approach in situations of social censure and this is nearest in meaning to one criterion of FF (as they avoid social devaluation).

Self-esteem represents one of the many orientations to the study of self-concept. Self-esteem is the perception of an individual in relation to his ideal self and the extent to which these go together or are at variance. The narrower the difference between self-perception and ideal-self, the greater the value of self-esteem. The more the two are distant, the lower is the self-esteem. Accordingly, high and low self-esteem may be considered as self-evaluation with reference to an ideal. Some studies have suggested that like FF person a high self-esteem individual adopts a defensive and over-cautious attitude towards situations where self may be interrogated, but some different interpretations have been advanced which seem to contradict such an expectation.

According to Murgatroyd and others, Telic dominance is state of mind in which an individual sees himself pursuing some essential goal. The source of pleasure in this state is achievement or anticipation of achievement of a goal or a general future orientation. Of the three interrelated components of telic dominance - seriousness, planning orientation, and arousal avoidance - the last appears to be related with FF.

Studies on FF have been reviewed under certain broad categories in terms of their aims and objectives, having a direct or indirect bearing on FF research - FF and certain related personality variables, studies having an indirect bearing upon the concept of FF, FF as related to situation and task variables, studies on FF relating to its methodology, and external determinants of FF.

The sample of the study comprised 192 subjects drawn from Aligarh Muslim University students population by means of matched pair technique of controlled selection which represented in equal strength the variables of religion, sex, age and socioeconomic status. The tools consisted of a set of eight TAT-like pictures, specially designed for the study, for measuring FF; a Hindi version of Marlowe - Crowne Social Desirability Scale, for measuring approval motive, a Hindi

version of Texas Social Behaviour Inventory for measuring self-esteem, and a Hindi version of Telic dominance scale for measuring this dimension. These tests were administered in two separate sessions. In the first session the pictorial test (PT) and E-CSL scale were administered, and in the second, TSEI and TDS. The tests were administered generally in a small group of 3 to 5 subjects at a time. Administration of the pictorial test followed Atkinson's standard procedure. Analysis was done by means of Hostile Press Scoring System.

The Pearson-Product-Moment correlation was used for discovering relationship between personality variables and Analysis of Variance and Critical Ratios, to determine the significance of differences between comparison groups in respect of PT. Critical Ratios were computed to find out significance of differences between the relatedness of PT with rest of the personality variables in the comparison groups.

The major findings of the study were:

- Significantly positive relationships existed between PT and approval motive, between PT and self-esteem, and between PT and telic dominance.
- The significant positive relationships discovered between PT and other personality variables remained unchanged in the comparison groups.

- The Muslim subjects showed a greater strength of FF than the Hindu subjects.
- There was no significant difference in the FF of Male and Female subjects.
- The upper socioeconomic status subjects were more failure-avoidant than the middle socioeconomic status subjects.

Relationship between the personality variables were explained in terms of the common or distinct attributes of the variables, and differences in FF were discussed mainly in terms of the social roles, cultural conditioning, self-perception and the psychological impact of the social, political and historical factors of the subjects'.

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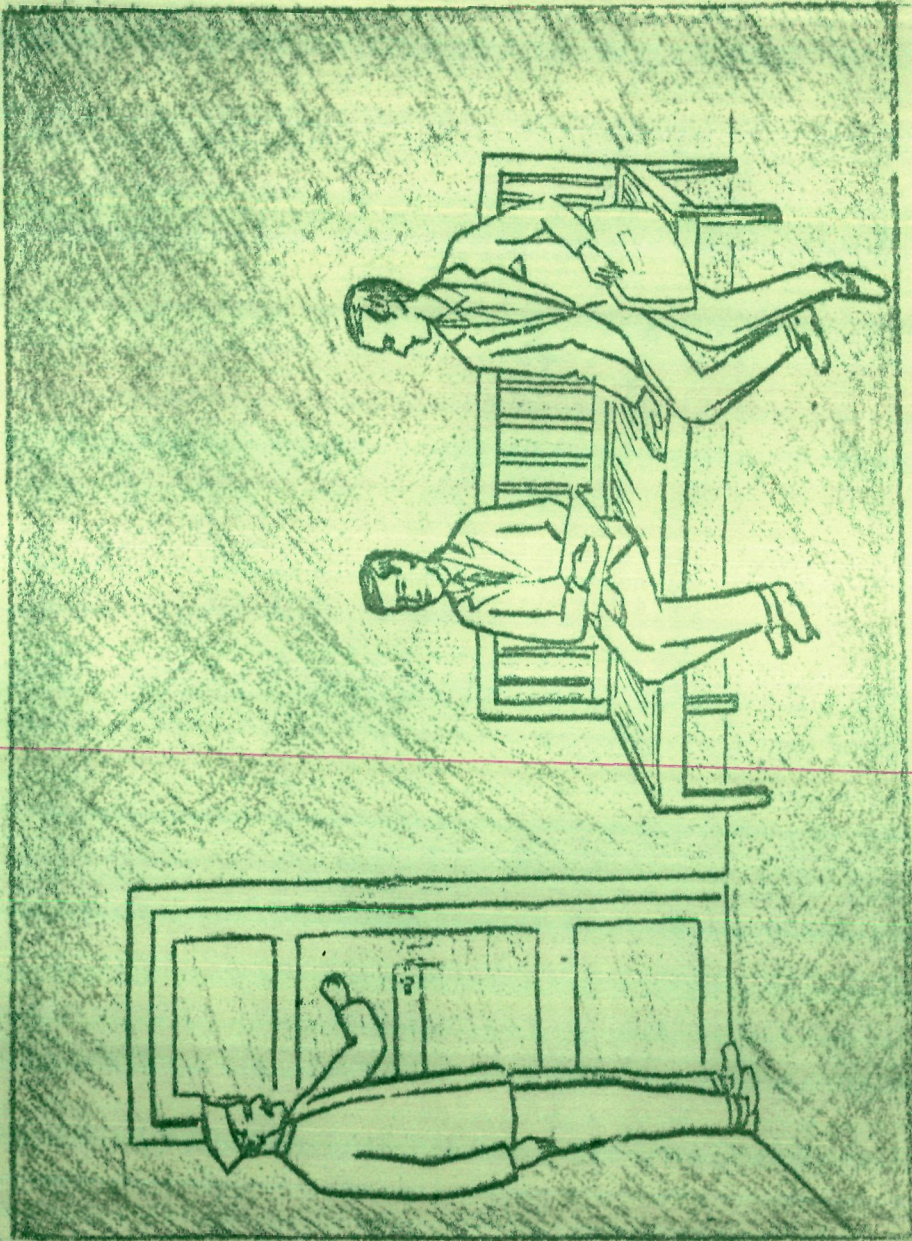
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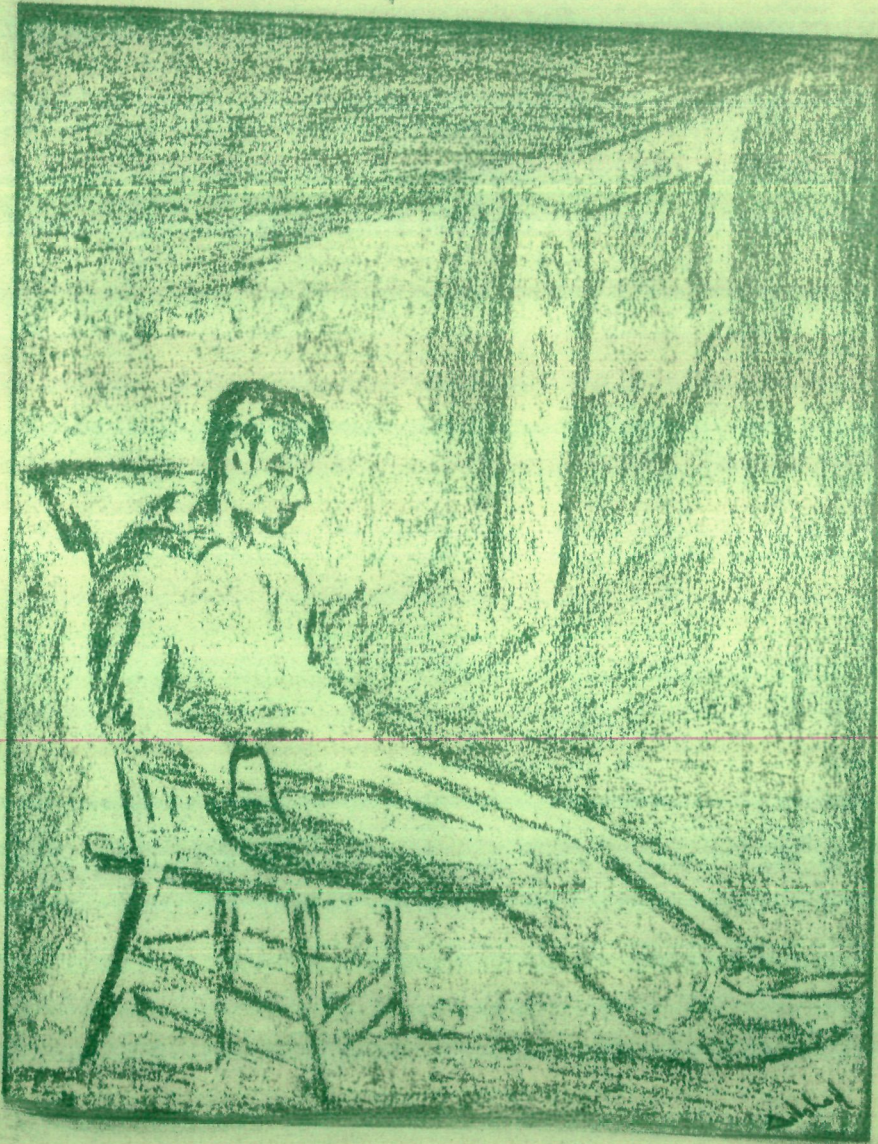
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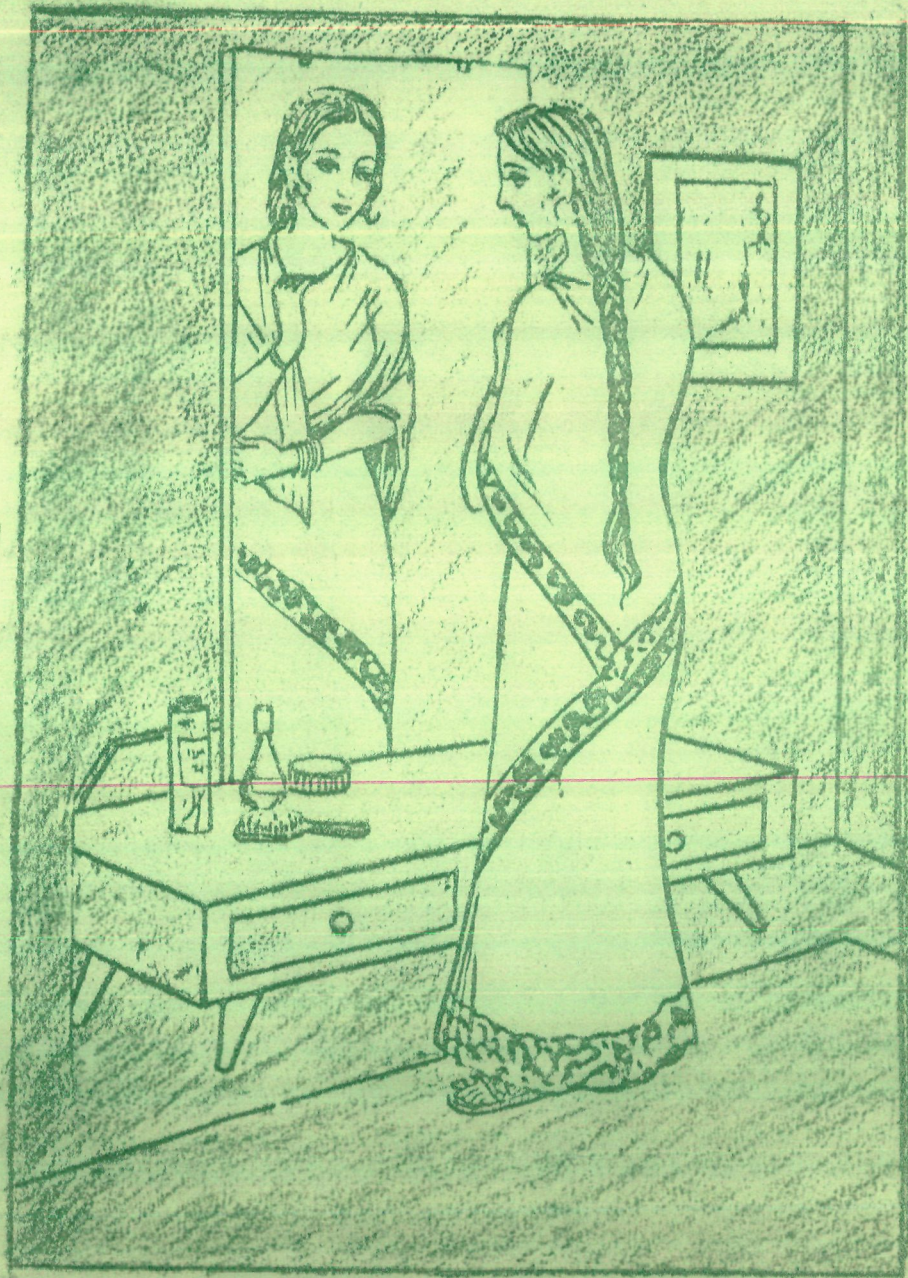
APPENDIX

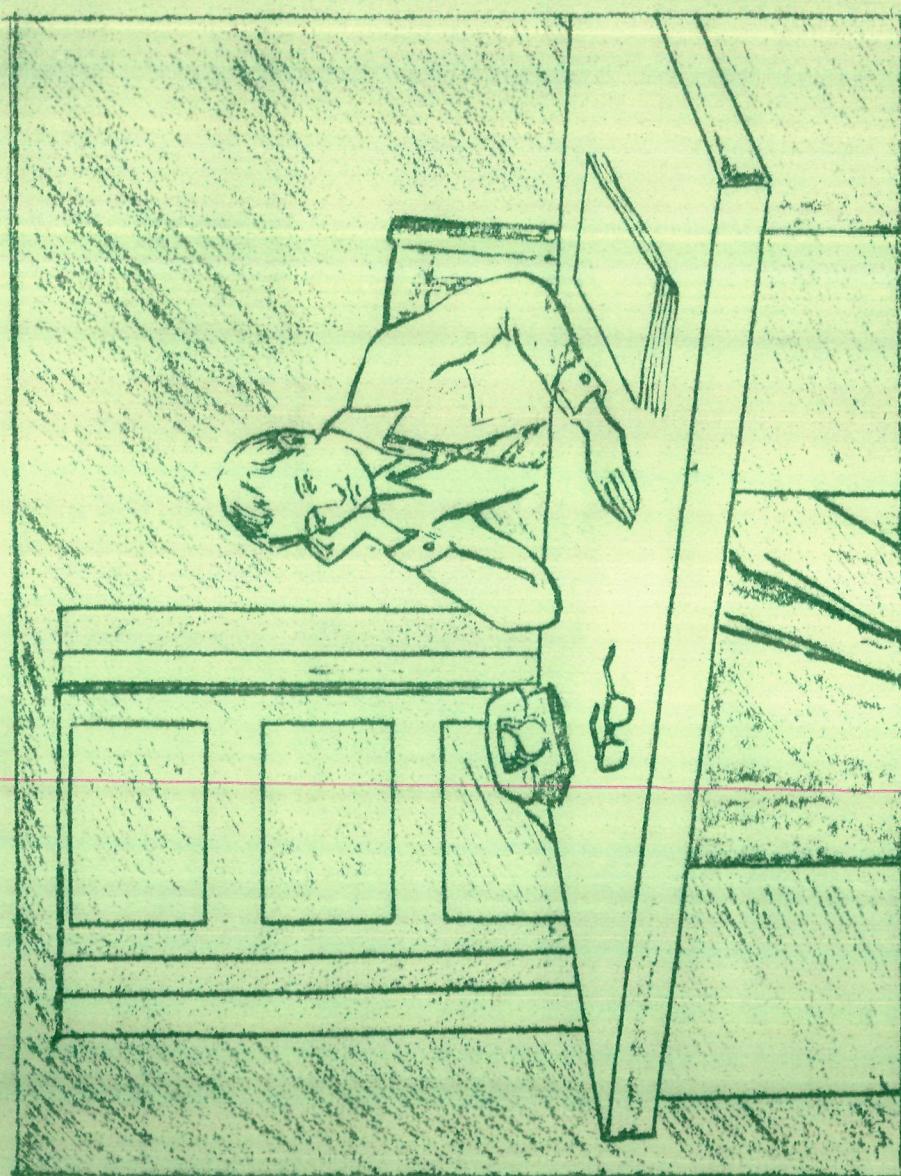
















P. R. INVENTORY.

निर्देश

नीचे व्यक्तिगत अभिरुचियाँ तथा गुणों से सम्बन्धित कुछ कथन दिये गये हैं। प्रत्येक कथन को पढ़िए और यह निर्णय कीजिए कि आपको कथन आपके व्यक्तिगत सम्बन्ध में सही अथवा गलत है। आपके व्यक्तिगत सम्बन्ध में जो कथन सही हो उसके सामने बने कोष्ठक में सही (✓) का निशान लगाएं और यदि गलत हो तो गलत (X) का निशान लगाएं।

- (१) वोट देने से पहले मैं पूरी तरह से सभी उम्मीदवारों की योग्यता की शान्गोन कर लेता हूँ। ()
- (२) मुझे किसी परेशानी में पड़े व्यक्ति की अपनी हद से आगे बढ़कर मदद करने में हिचकिचाहट नहीं होती। ()
- (३) यदि मुझे उत्साहित न किया जाय तो कभी कभी मुझे अपने काम को आगे बढ़ाना कठिन होता है। ()
- (४) मैंने कभी भी किसी को अत्यधिक नापसन्द नहीं किया है। ()
- (५) कहीं स्त्रियों पर मुझे जीवन में शकस्तता पाने की अपनी योग्यता पर संदेह हुआ है। ()
- (६) मैं कभी कभी अपने आपमें गुस्सा महसूस करता हूँ जब मुझे अपना रास्ता नहीं मिलता। ()
- (७) मैं अपने वस्त्रों के पहनने के ढंग के विषय में सदा ध्यान रखता हूँ। ()
- (८) मेरा घर पर खाने का तरीका निलकुल वैसा ही है जैसाकि मेरा तरीका बाहर किसी जलपान गृह में होता है। ()
- (९) अगर मैं किसी शिमेना घर में बिना टिकट प्रवेश कर जाऊँ और मुझे यह विश्वास हो कि किसी ने देखा नहीं है तो मैं संभवतः ऐसा कर सकता हूँ। ()

- (१०) कुछ अवसरों पर मैंने किसी कार्य को करना इसलिए छोड़ दिया है क्योंकि मैंने अपनी योग्यता को बहुत कम अपना था । ()
- (११) मैं बहुधा गपशप करना पसन्द करता हूँ। ()
- (१२) मेरे जीवन में ऐसे अवसर भी आए हैं जहाँ मुझे सत्ता में ये लोगों के विरुद्ध विद्रोह करने की अभिलाषा हुई है। हालाँकि मैं जानता था कि वे लोग हो सही थे । ()
- (१३) चाहे मैं किसी से भी बात कर रहा होता हूँ , मैं उसको बातें ध्यानपूर्वक सुनता हूँ। ()
- (१४) मुझे याद है कि कुछ चीजों से बचने के लिए मैंने बीमारों का बहाना लिया था । ()
- (१५) कुछ अवसर ऐसे रहे हैं जब मैंने दूसरों से लाभ उठाया है। ()
- (१६) जब मैं कोई गल्ती करता हूँ तो मैं उसे मानने के लिए हमेशा तैयार रहता हूँ। ()
- (१७) मैं सदा उस बात पर आपस करने की कोशिश करता हूँ जिसका कि उपदेश मैं दूसरों को देता हूँ। ()
- (१८) अपनी बड़ाई बघारने वाले तथा धृष्टित लोगों के साथ रहने में मुझे कोई विशेष अठिनाई नहीं होती । ()
- (१९) कभी कभी मैं झामा करने और मूलने के बजाय मदता लेने की कोशिश करता हूँ। ()
- (२०) मैं जब किसी चीज़ को नहीं जानता तो इसे स्वीकार कर लेता हूँ मैं मुझे कुछ बुरा नहीं लगता । ()
- (२१) जो लोग मुझे पसन्द नहीं हैं उनके साथ भी मैं हमेशा नरमी का बर्ताव करता हूँ। ()
- (२२) कुछ अवसरों पर मैंने वास्तव में अपनी अनुसार कार्य करने पर जोर दिया है। ()
- (२३) कई अवसरों पर मेरा जो चाहता है कि हर चीज़ को नष्ट प्रष्ट कर दूँ। ()
- ()

- (२४) मैं ये कभी भी नहीं सोच सकता हूँ कि मेरी
गलतियों की सज़ा कोई दूसरा पाये । ()
- (२५) यदि कोई अपनी कृपा का बदला चाहे तो मुझे
कभी दुरा नहीं लगता । ()
- (२६) लोगों के लिए मेरे विचारों से भिन्न विचार
प्रकट करने पर भी मुझे कभी फुंफलाहट नहीं
हुई है । ()
- (२७) मैं कभी भी अपनी कार को चेक किये बिना लम्बी
यात्रा नहीं करता हूँ । ()
- (२८) कुछ समय ऐसे भी आये हैं जब मैंने दूसरों के
शौभाग्य पर ईर्ष्या की है । ()
- (२९) मुझे कभी ये इच्छा नहीं हुई कि मैं किसी को
बुराईयों को गिनाऊँ और उनके लिए उसे
बुरा भला कहूँ । ()
- (३०) जब लोग मुझसे सहायता मांगते हैं तो मैं
कभी कभी फुंफला जाता हूँ । ()
- (३१) मैंने कभी भी ऐसा महसूस नहीं किया कि मुझे
बिना कारण दण्ड दिया गया है । ()
- (३२) जब कभी मैं लोगों को पुनीत में फंसा देखता
हूँ तो मैं कभी कभी ये सोचता हूँ कि ये लोग
इसी योग्य थे । ()
- (३३) मैंने कभी भी जान बूझकर ऐसी बात नहीं कही
जिससे किसी की भावनाओं को ठेस ली । ()

निम्न सूचनार्थ परिज्ञाथी को स्वयं भरनी है।

नाम

आयु

स्त्री अथवा पुरुष

पिता या अभिभावक का व्यवसाय

परिवार की संयुक्त मासिक आय

धर्म

(TSBI)

निर्देश

कृपया प्रत्येक कथन को ध्यान से पढ़िए । प्रत्येक प्रश्न अथवा कथन के संभावित उत्तर क, ख, ग, घ, ङ, रूप में नीचे दिए हुए हैं। जब आप मली भांति जांच कर लें कि कौन सा अक्षर आपके विषय में उस प्रश्न के लिए सबसे सही उत्तर है तो उसको क, ख, ग, घ, ङ के रूप में उस प्रश्न के सामने कोष्ठक में लिख दीजिए ।

- (क) मेरे बारे में बहुत सही नहीं है।
- (ख) मेरे बारे में बहुत अधिक सही नहीं है।
- (ग) मेरे बारे में थोड़ा सा सही है।
- (घ) मेरे बारे में काफी सही है।
- (ङ) मेरे बारे में बहुत सही है।

- (१) मैं तब तक लोगों से नहीं बोलता जब तक वह स्वयं मुझसे न बोलें । ()
- (२) मैं अपने आपको आत्म निर्भर आंकता हूँ। ()
- (३) मैं अपनी अक्षत धुरत के विषय में संतुष्ट हूँ। ()
- (४) मैं एक अच्छा पितृसत्तार व्यक्ति हूँ। ()
- (५) मैं जब लोगों के समूह में होता हूँ तो मुझे को सही बातें कहने के लिए सोचने में कठिनाई होती है। ()
- (६) जब मैं लोगों के समूह में होता हूँ तो अपना कोई सुझाव देने के बजाय मैं बहुधा वही करता हूँ जो दूसरे लोग चाहते हैं। ()
- (७) जब मैं दूसरे लोगों से अक्षत नहीं होता हूँ तो बहुधा मेरी राय ही सब पर भारी रहती है। ()
- (८) मैं अपने आपको एक ऐसा व्यक्ति मानता हूँ जो परिस्थितियों पर कालू पावे की चेष्टा करता है। ()
- (९) दूसरे लोग मेरे बारे में यह समझते हैं कि मैं उनके काम आ सकता हूँ। ()

- (१०) मैं केवल लोगों के साथ रहने के लिए ही
सामाजिक समूह में प्रसन्नता अनुभव करता हूँ। ()
- (११) मेरा यह प्रयत्न रहता है कि मैं लोगों से नजर
मिलाकर बात करूं। ()
- (१२) मैं ऐसा व्यक्ति दिखाई नहीं देता जिसकी
ओर लोग ध्यान दें। ()
- (१३) मैं दूसरे लोगों के लिए बहुत ज़िम्मेदारी अनुभव
करना पसन्द नहीं करता। ()
- (१४) जब कोई बड़ा आदमी शिफारिश के लिए मेरे
पास आता है तो मुझे बहुत अच्छा लगता है। ()
- (१५) मैं अपने आपको एक ऐसा व्यक्ति समझता हूँ
जो शीघ्र निर्णय नहीं ले पाता। ()
- (१६) मुझे अपनी सामाजिक योग्यता ()
के विषय में कोई
संदेह नहीं है। ()
- (१७) मैं अपने आपको सामाजिक रूप से एक अनुकूल
() व्यक्ति समझता
हूँ। ()
- (१८) मैं जब दूसरों की राय का सामना करता हूँ
तो मेरे लिए अक्सर अपने दृष्टिकोण का बचाव
करना कठिन हो जाता है। ()
- (१९) मैं अपना वर्णन एक दृढ़ तथा शक्तिशाली व्यक्ति
के रूप में करना चाहूँगा। ()
- (२०) जब मैं किसी कमेटी में होता हूँ तो कार्य भार
स्वयं संभालना पसन्द करता हूँ। ()

- (२१) मैं जिन कार्यों को अपने हाथ में लेता हूँ बहुधा उनमें सफल हो जाता हूँ। ()
- (२२) अपने से ऊपर के बड़े लोगों से मिलने में मुझे आनन्द आता है। ()
- (२३) लोगों के बीच रहकर मुझे आनन्द आता है, और मैं अक्सर सामाजिक वाद-विवाद की खोज में रहता हूँ। ()
- (२४) मैं अपने सामाजिक व्यवहार के विषय में संतुष्ट हूँ। ()
- (२५) मैं किसी भी व्यक्ति से आत्म विश्वास के साथ मिल सकता हूँ। ()
- (२६) मैं अपने आप को एक सुखी व्यक्ति समझता हूँ। ()
- (२७) मुझे श्रोतागणों की बड़ी संख्या के सामने होने में आनन्द मिलता है। ()
- (२८) जब मैं किसी अजनबी से मिलता हूँ तो मैं अक्सर सोचता हूँ कि वह मुझसे अच्छा है। ()
- (२९) मेरे लिए अजनबियों से बातचीत आरंभ करना कठिन है। ()
- (३०) जब निर्णय किये जाते हैं तो लोग स्वाभाविक रूप से मेरी तरफ देखते हैं। ()
- (३१) मैं सामाजिक स्थितियों में सुरक्षित अनुभव करता हूँ। ()
- (३२) मैं दूसरे लोगों पर अपना प्रभाव डालना पसन्द करता हूँ। ()

निम्नलिखित सूचनाएं परिद्वाराधी को स्वयं भरनी हैं।

नाम

आयु

स्त्री या पुरुष

पिता या अभिभावक का व्यवसाय

परिवार की संयुक्त मासिक आय

धर्म

T. D. SCALE

निर्देश

आप आपको चुनने का अवसर मिले तो निम्नलिखित विकल्पों में से आवश्यकतया किसी अधिक पसन्द करेंगे तथा कौनसा विकल्प आपके विषय में अधिक सत्य है उसके सामने सही (✓) का निशान लगा दीजिए ।

- (१) -आर्थिक लाभ के लिए एक छोटा शब्दकोश तैयार करना ()
- मनोरंजन के लिए एक छोटी कहानी लिखना ()
- मैं कुछ नहीं कह सकता ()
- (२) - अपने शैक्षिक स्तर के विकास के लिए धार्य कक्षा में जाना ()
- मनोरंजन के लिए धार्य कक्षा में जाना ()
- मैं कुछ नहीं कह सकता ()
- (३) - फुरत के समय ऐसे कार्य करना जो रोमांचक हों ()
- फुरत के समय ऐसे कार्य करना जो उद्देश्यपूर्ण हों ()
- मैं कुछ नहीं कह सकता ()
- (४) - रोज के काम के विकास के लिए रोज सेरत ()
- इसको ग्राफिक अभ्यास द्वारा विकसित करना ()
- मैं कुछ नहीं कह सकता ()
- (५) - सभी जीवन को विभिन्न स्थानों पर व्यतीत करना ()
- अपना अधिकांश जीवन एक ही स्थान पर व्यतीत करना ()
- मैं कुछ नहीं कह सकता ()
- (६) - ऐसा कार्य करना जिसको करने से उन्नति हो ()
- ऐसा कार्य करना जिसको करने में आनन्द आये ()
- मैं कुछ नहीं कह सकता ()

- (७३) - अवकाश को व्यतीत करने की योजना बनाना ()
 - बिना पूर्व विचार के कार्य करना ()
 - मैं कुछ नहीं कह सकता ()
- (८) - माकायदा बुलाई हुई आयंकालीन मीटिंग में जाना ()
 - मनोरंजन के लिए दूरदर्शन देखना ()
 - मैं कुछ नहीं कह सकता ()
- (९) - दिये गये कार्य को पूर्ण करना ()
 - अपने कार्यों को स्वयं चुनना ()
 - मैं कुछ नहीं कह सकता ()
- (१०) - दीर्घकालीन लीमे अथवा पेंशन योजना में घन लगाना ()
 - एक मूल्यवान कार शरीदना ()
 - मैं कुछ नहीं कह सकता ()
- (११) - एक ही नौकरी में बने रहना ()
 - विभिन्न नौकरियां बदलना ()
 - मैं कुछ नहीं कह सकता ()
- (१२) - कभी कभी तफरीह के लिए कार्य करना ()
 - अक्सर शिर्फी तफरीह के लिए कार्य करना ()
 - मैं कुछ नहीं कह सकता ()
- (१३) - पार्टी में जाना ()
 - मीटिंग में जाना ()
 - मैं कुछ नहीं कह सकता ()
- (१४) - फुरसत के कार्य पसन्द करना ()
 - नौकरी से सम्बन्धित कार्य पसन्द करना ()
 - मैं कुछ नहीं कह सकता ()
- (१५) - विभिन्न स्थानों पर बुद्धियां बिताना ()
 - सदा एक ही स्थान पर बुद्धियां बिताना ()
 - मैं कुछ नहीं कह सकता ()

- (१६) - दो हफ्ते की छुट्टी लेकर कहीं बाहर जाना ()
 - दो हफ्ते का खाली समय मिलने पर इसकी
 घर की आवश्यक उन्नति में लगाना ()
 - मैं कुछ नहीं कह सकता ()
- (१७) - जीवन को गम्भीरता से लेना ()
 - जीवन को मज़ाक समझना ()
 - मैं कुछ नहीं कह सकता ()
- (१८) - अक्सर नये नये भोजन खाकर देखना ()
 - सदा परिचित भोजन खाना ()
 - मैं कुछ नहीं कह सकता ()
- (१९) - किसी घटना को सही सही धुनाना ()
 - उसी घटना को प्रभाव पैदा करने के लिए
 बड़ा बड़ाकर धुनाना ()
 - मैं कुछ नहीं कह सकता ()
- (२०) - सप्ताह का समाप्ति (छुट्टी) पर औ
 पौण्ड मनोरंजन पर खर्च करना ()
 - कृपा चुकाने के लिए औ पौण्ड खर्च करना ()
 - मैं कुछ नहीं कह सकता ()
- (२१) - जहाँ आप रह रहे हैं वहाँ गिरन्तर रहते रहना ()
 - बार बार पक्षियों को बदलना ()
 - मैं कुछ नहीं कह सकता ()
- (२२) - कला प्रदर्शनी में रसे गये चित्रों से आनंदित
 होने के लिए जाना ()
 - चित्रों के सम्बन्ध में ज्ञान प्राप्त करना ()
 - मैं कुछ नहीं कह सकता ()
- (२३) - कोई लेख देखना ()
 - किसी लेख में रैफ़्ती बनना ()
 - मैं कुछ नहीं कह सकता ()

- (२४) - किसी विशिष्ट वस्तु को स्वाद के लिए खाना ()
 - किसी विशिष्ट वस्तु को स्वास्थ्य के लिए खाना ()
 - मैं कुछ नहीं कह सकता ()
- (२५) - जीवन में दीर्घकालीन पहलवाकांक्षाएँ बनाना ()
 - जैसा कि अवसर मिले उसी के अनुसार जीवन व्यतीत करना ()
 - मैं कुछ नहीं कह सकता ()
- (२६) - सदा अपने कार्य मनोरंजन करने से पहले समाप्त करने की चेष्टा करना ()
 - अवसर कार्य समाप्त करने से पहले मनोरंजन के लिए बाहर जाना ()
 - मैं कुछ नहीं कह सकता
- (२७) - अपने व्यवहार को तर्कयुक्त बनाने की आवश्यकता नहीं समझना ()
 - अपने व्यवहार को उद्देश्यपूर्ण बनाना ()
 - मैं कुछ नहीं कह सकता ()
- (२८) - किसी पर्वत पर किसी व्यक्ति को जान बनाने के लिए बढ़ना ()
 - किसी पर्वत पर आनन्द प्राप्ति के लिए बढ़ना ()
 - मैं कुछ नहीं कह सकता ()
- (२९) - समय व्यर्थ करके प्रसन्न होना ()
 - सदा कार्य में व्यस्त रहना ()
 - मैं कुछ नहीं कह सकता ()
- (३०) - खतरा मौल लेना ()
 - सुरक्षित जीवन व्यतीत करना ()
 - मैं कुछ नहीं कह सकता ()

- (३१) - दो साधारण टोपी के बीच होने वाले
निष्कार्यक टेस्ट मैच देखना ()
- चोटो के कलाकारों गरा सले जा रहे शौ
मैच देखना ()
- मैं कुछ नहीं कह सकता ()
- (३२) - कोई खेल खेलना ()
- किसी खेल का आयोजन करना ()
- मैं कुछ नहीं कह सकता ()
- (३३) - किसी पुस्तक में नयी तस्वीरों को देखना ()
- किसी की जीवनी पढ़ना ()
- मैं कुछ नहीं कह सकता ()
- ७ (३४) - सरलतापूर्वक कोई खेल जीतना ()
- संघर्षपूर्ण खेल खेलना ()
- मैं कुछ नहीं कह सकता ()
- (३५) - जीवन में नियमित कार्यक्रम पर चलना ()
- निरन्तर आशाओं अथवा आश्चर्यों के
लिए तैयार रहना ()
- मैं कुछ नहीं कह सकता ()
- (३६) - बाग में काम करना ()
- जंगली फल चुनना ()
- मैं कुछ नहीं कह सकता ()
- (३७) - ज्ञान प्राप्त करने के लिए पढ़ना ()
- मनोरंजन के लिए पढ़ना ()
- मैं कुछ नहीं कह सकता ()
- (३८) - तफरलों के लिए तर्क करना ()
- दूसरों से उठे दृष्टिकोणों को बदलने के लिए
गंभीरतापूर्वक तर्क करना ()
- मैं कुछ नहीं कह सकता ()

- (३६) - कोई खेल जीतना ()
 - आनन्द के लिए कोई खेल खेलना ()
 - मैं कुछ नहीं कह सकता ()
- (४०) - अपने धन्य मैं अत्यधिक यात्रा करना ()
 - किसी एक ही कार्यालय या वर्कशॉप में काम करना ()
 - मैं कुछ नहीं कह सकता ()
- (४१) - पहले से ही योजना बनाना ()
 - हर दिन जैसे सामने आये वैसे ही जीना ()
 - मैं कुछ नहीं कह सकता ()
- (४२) - किसी दुर्घटना की पूर्व योजना बनाना ()
 - किसी दुर्घटना पर रहना ()
 - मैं कुछ नहीं कह सकता ()

निम्नलिखित सूचनारें परोक्षाधीन को स्वयं भरनी हैं।

नाम

आयु

स्त्री अथवा पुरुष

पिता या अभिभावक का व्यवसाय

परिवार की संयुक्त मासिक आय

धर्म